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Project Developmental Continuity Evaluation:

Implementation Rating Instrument.

Development Associates, Inc., Arlington, Va.; INSTITUTION

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SPONS AGENCY

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Early Childhood Research and Evaluation Branch.

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NOTE

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Rating Scales

IDENTIFIERS

*Developmental Continuity; Implementation Rating Instrument: *Project Levelopmental Continuity:

Project Head Start

ABSTRACT

This instrument is part of a series of documents on the evaluation of Project Developmental Continuity (PDC), a Head Start demonstration program aimed at providing educational and developmental continuity between children's Head Start and primary school experiences. The Implementation Rating Instrument (IRI) was developed to provide a quantitative index of implementation levels of programs participating in Project Developmental Continuity. Rated components of the programs include: (1) Administration; (2) Education; (3) Bilingual/Bicultural and/or Multicultural Services; (4) Bilingual/Bicultural Services; (5) Hardicarred Children Services; (6) Parent Involvement; (7) Developmental Support Services; and (8) Preservice and Inservice Training. (SF)

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Implementation Rating Instrument

Spring 1977

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Project Developmental Continuity Evaluation
IMPLEMENTATION RATING INSTRUMENT

Spring 1977

Developed by:

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Ypsilanti, Michigan 48197

Development Associates Inc. 1521 New Hampshire Avenue, N.W. Washington, D.C. 200

Prepared for use under Office of Child Development, HEW Contract No. HEW-105-75-1114, Dr. Esther Kresh, Project Officer.

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Foreward

The Implementation Rating Instrument (IRI) was developed to provide a quantitative index of implementation levels of programs participating in Project Developmental Continuity. On the basis of information gathered in structured interviews during week-long site visits, evaluation field staff complete these ratings while on site. The ratings are then tabulated and analyzed to produce implementation rating scores for each component and subcomponent.

The IRI items are organized according to the program components of the Developmental Continuity <u>Guidelines</u>. Additional information on the IRI, including its development, procedures for using it, analysis methods, and results obtained, can be found in Interim Report VII of the Project Developmental Continuity Evaluation, August 1977.

ABBREVIATIONS

- A Administration Component Interview
- BLD Bilingual/Bicultural Demonstration Projects Interview
- CI PDC Council Chairperson Interview
- E Education Component Interview
- H Handicapped Component Interview
- P Parent Involvement Component Interview
- PI Parent Interview
- SR Site Records (Record-Keeping System)
- SS Developmental Support Services Component Interview
- TI Teacher Interview



IMPLEMENTATION RATING INSTRUMENT QUESTIONS FOR THE ADMINISTRATION COMPONENT

Please complete the following questions marking your answer clearly so it will be easily distinguished as your assessment of the level of program implementation for this component.

,	SUBC	OMPONENT I. THE ESTABLISHMENT AND MEMBERSHIP OF A PDC COUNCIL.	FOR DATE
•		"The grantee, in conjunction with the demonstration Head Start(s) and school(s), will insure that a Project Developmental Continuity Council is functioning in accordance with the Guidelines and the local implementation year proposal." (RE # C1).	,
A second		"The Project Developmental Continuity Council must include representatives from the following groups: a) Parents of Head Start and school children, not employed by either program, b) Head Start Policy Council and local Board of Education, c) Head Start and school administrators, d) Head Start and school staff, and e) Community, including local professional groups involved in education, health, nutrition and social services." (RE # C2).	•
· · · · · · · · · · · · · · · · · · ·		PDC staff should participate in Council and committee meetings as non-voting members." (RE # C3).	•
	•	A. Multiple Choice Questions	
A:1 SR	. ·	1. The PDC Council	1
	*	a) Has not been establishedb) Has been established, but has not met this academic year.	
		c) Has met less than once every two months this academic year.	
		d) Has met at least once every two months this academic yeare) Data insufficient for rating.	•
		f) Question not applicable.	
A:3a SR.	•	2. Head Start parents, not employed by either the Head Start or school programs.	2
		a) Are not members of the PDC Council or the PDC Council has met less than once every two months this academic year. A	
•	•	b) Are members of the PDC Council, but attended less than 50% of the meetings this year.	i .
, ·		c) Are members of the PDC Council and attended between 51 and 80% of the meetings this yeard) Are members of the PDC Council and attended more than	
		80% of the meetings this year.	

Question not applicable.

SR	. J.	Head Start or elementary programs.	3
		nead start of elementary programs.	
	• •	a) Are not members of the PDC Council or the PDC Council	
		has met less than once every two months this academic	
		'year.	
	•	_b) Are members of the PDC Council, but attended less than	
	27	50% of the meetings this year.	-
	,	_c) Are members of the PDC Council and attended between	
		51 and 80% of the meetings this year.	1
		_d) Are members of the PDC Council and attended more than	-
		80% of the meetings this year.	,
		_e) Data insufficient for rating.	
Zina da Santa da Maria. Sina da Santa da San		f) Question not applicable.	
A:3c	4.	Representatives from the Head Start Policy Council.	14
SR -		- Company of the state of the s	**
•		a) Are not members of the PDC Council or the PDC Council	ł
		has met less than once every two months this academic	, ,
	• *	year.	
**		b) Are members of the PDC Council, but attended less than	
•		50% of the meetings this year.	
	• '	c) Are members of the PDC Council and attended between	
		51 and 80% of the meetings this year.	. ,
		d) Are members of the PDC Council and attended more than	
		80% of the meetings this year.	
•		e) Data insufficient for rating.	
		f) Question not applicable.	
	. , ,		
N: 3d	5.	Representatives from the local Board of Education.	5.
SR ,			
		a) Are not members of the PDC Coundil or the PDC Council	
		has met less than once every two months this academic	
, , , , , ,	÷	year.	
Tr.		b) Are members of the PDC Council, but attended less than	
		50% of the meetings this year.	
* * * * * * * * * * * * * * * * * * *	' <u></u>	c) Are members of the PDC Council and attended between	:
5	/ ▼	51 and 80% of the meetings this year.	1
. · · · · · · .	· , · ' ,	d) Are members of the PDC Council and attended more than	
		80% of the meetings this year.	
		e) Data insufficient for rating.	
	. ——	f) Question not applicable.	
r			

		•	1		FOR DATA PROCESSIN USE ONLY
					6
A:3e		<u>،</u> 6.	Hea	ad Start, administrators	"
SR	* .		. ,		
		•		Are not members of the PDC Council or the PDC Council	
			_a <i>)</i> _	has met less than once every two months this academic	
	\$:			·	
		🛴	5. 1	year. Are members of the PDC Council, but attended less than	
	• .		_ъ)	50% of the meetings this year.	
		.*	c)	Are members of the PDC Council and attended between	
		. —	_e,	51 and 80% of the meetings this year.	
	•		a)	Are members of the PDC Council and attended more than	
			u,	80% of the meetings this year.	\ \
-			e).	Data insufficient for rating.	/ 1
				Question not applicable.	
A:3f SR		7.	Ele	mentary administrators	7
777.	*		a)	Are not members of the PDC Council or the PDC Council	
	- :		 ^	has met less than once every two months this academic	
				year.	*
			_b)	Are members of the PDC Council, but attended less than	
•,		·		50% of the meetings this year. Are members of the PDC Council and attended between	9
			_c)		· ,
*			71	51 and 80% of the meetings this year. Are members of the PDC Council and attended more than	,-
		<u> </u>	_d)	· · · · · · · · · · · · · · · · · · ·	
	1 - 1		- 1	80% of the meetings this year.	
	# ¹		_e)	Data insufficient for rating. \ Question not applicable.	
			f.)	Question not applicable.	
A: 3g	·	8.	Hea	ad Start teaching staff	8.
SR		0	2200	San	-
			a)	Are not member's of the PDC Council or the PDC Council	
		F	—ª ′	has met less than once every two months this academic	
			,;	year.	
	,		ъ)	Are members of the PDC Council, but attended less than	в .
			— ·	50% of the meetings this year.	
			c)	Are members of the PDC Council and attended between	
			<u> </u>	51 and 80% of the meetings this year.	
•			d)	Are members of the PDC Council and attended more than	ē
1				80% of the meetings this year.	ý ·
1			e)	Data insufficient for rating.	
/	,	~~~	—~~.``	Outstier and amble	<u>.</u>

FOR DATA PROCESSING USE ONLY Elementary school teaching staff. A: 3h SR Are not members of the PDC Council or the PDC Council has met less than once every two months this academic year. Are members of the PDC Council, but attended less than b). 50% of the meetings this year. Are members of the PDC Council and attended between 51 and 80% of the meetings this year. d) Are members of the PDC Council and attended more than 80% of the meetings this year. e) Data insufficient for rating. Question not applicable. 10. A:31 Community representatives (e.g., from local professional 10. SR groups involved in education, health, nutrition and social services). Are not members of the PDC Council or the PDC Council a) has met less than once every two months this academic year. Are members of the PDC Council, but attended less than b) . 50% of the meetings this year. Are members of the PDC Council and attended between 51 and 80% of the meetings this year. **d**) Are members of the PDC Council and attended more than 80% of the meetings this year. e) Data insufficient for rating. f) **Q**uestion not applicable. A:3a Head Start parents. 11. C1:2 P1:1 Have not attended any PDC Council meetings this year or the PDC Council has met less than once every two months this academic year. Have attended PDC Council meetings and played a minor role in making decisions about the nature and operation of the PDC program. Have attended PDC Council meetings and played a moderate role in making decisions about the nature and operation of the PDC program. Have attended PDC Council meetings and played a major role in making decisions about the nature and operation



of the PDC program.

Data insufficient for rating. Question not applicable.

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A:3b C1:2	12. E	Clementary parents.	12
P1:1	a	or the PDC Council has met less than once every two	
		months this academic year.	
	t) Have attended PDC Council meetings and played a minor.	
		role in making decisions about the nature and operation	
		of the PDC program.	:
		e) Have attended PDC Council meetings and played a	
	. •	moderate role in making decisions about the nature and	
		operation of the PDC program.	
ŧ.	o	Have attended PDC Council meetings and played a major	
	•	role in making decisions about the nature and operation	
	•	of the PDC program.	,
0		Data insufficient for rating.	
	1) Question not applicable.	
_			
A: 3c	10 5	Annual Committee of the	12
C1:2	13. F	Representatives from the Head Start Policy Council.	13
• .	_	V. Have not attended one DDC Council mostings this wear	
	a	.) Have not attended any PDC Council meetings this year	
	,	of the PDC Council has met less than once every two	
	1.	months this academic year.	
	·c	Have attended PDC Council meetings and played a minor	
· •		role in making decisions about the nature and operation	· ·
		of the PDC program.	i
•		Have attended PDC Council meetings and played a	
		moderate role in making decisions about the nature and	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \
		operation of the PDC program.	
		Have attended PDC Council meetings and played a <u>major</u> role in making decisions about the nature and operation	
•		of the PDC program.	
·	e f	· · · · · · · · · · · · · · · · · · ·	1
•) Suestion not applicable.	
A:3d	14. F	Representatives from the local Board of Education.	14.
C1:2	14, L	depresentatives from the local board of Education.	,
	3) Have not attended any PDC Council meetings this year	*
	a	or the PDC Council has met less than once every two	
		months this academic year.	
	` h	Have attended PDC Council meetings and played a minor	•
		role in making decisions about the nature and operation	
		of the PDC program.	
, 1) Have attended PDC Council meetings and played a	
		moderate role in making decisions about the nature and	
		operation of the PDC program.	
•	٠.	Have attended PDC Council meetings and played a major	
	a	role in making decisions about the nature and operation	
		of the PDC program.	une #
	e). Data insufficient for rating.	
- ·	f		4
\mathbb{C}^{+}) Question not applicable. 10	

y		FOR DATA PROCESSING USE ONLY
A: 3e 15. He	ad Start administrators.	15
, G1.2		
a)	Have not attended any PDC Council meetings this year .	
	or the PDC Council has met less than once every two	
	months, this academic year.	
- (Have attended PDC Council meetings and played a minor	
	role in making decisions about the nature and operation	
	of the PDC program:	
c)	Have attended PDC Council meetings and played a	1
	moderate role in making decisions about the nature and operation of the PDC program.	1/ '
(b)	Have attended PDC Council meetings and played a major	
)0/	role in making decisions about the nature and operation	
	of the PDC program.	20
۱۵.	Data insufficient for rating.	
e) f)	Question not applicable.	
	Ruestion not applicable.	
A:3f 16. E1e	ementary school administrators.	16•
C1:2		
·a)	Have not attended any PDC Council meetings this year	
•	or the PDC Council has met less than once every two	*=
	months this academic year.	1
b)		· .
	role in making decisions about the nature and operation	
	of the PDC program.	,
c)	· · · · · · · · · · · · · · · · · · ·	
	moderate role in making decisions about the nature and	
.a.	operation of the PDC program.	
d)	· · · · · · · · · · · · · · · · · · ·	J.
	role in making decisions about the nature and operation "	
*	of the PDC program.	
e)	Data insufficient for rating.	` ,
	Question not applicable.	_
A:3g 17. Hea	A Stant to a him at 16	
CI:2	d Start teaching staff.	17.
a)	Have not attended any PDC Council meetings this year	
	or the PDC Council has met less than once every two	
	months this/academic year.	
b)	Have attended PDC Council meetings and played a minor	
	role in making decisions about the nature and operation	over the second of the second
	of the PDC program.	,
c)	Have attended PDC Council meetings and played a	
	moderate role in making decisions about the nature and	
	operation of the PDC program.	
(b	Have attended PDC Council meetings and played a major	* · · · · · · · · · · · · · · · · · · ·
·	role in making decisions about the nature and operation	
	of the PDC program.	4
e)	Data insufficient for rating.	
-fh	Question not applicable.	
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A:3h .Cl:2	18. Elementary school teaching staff.	18
	a) Have not attended any PDC Council meetings this year	
_	or the PDC Council has met less than once every two.	•
	months this academic year.	
	b) Have attended PDC Council meetings and played a minor.	·
7	role in making decisions about the nature and operation	
* * * * * * * * * * * * * * * * * * * *	of the PDC program.	ч.,
,	c) Have attended PDC Council meetings and played a	
	moderate role in making decisions about the nature and	
	operation of the PDC program.	
•	d) Have attended PDC Council meetings and played a major	
	role in making decisions about the nature and operation	
. •	of the PDC program.	1
•	e) Data insufficient for rating.	*
	f) Question not applicable.	
	10	
A:31	19. Community representatives (e.g., from local professional	19
C1:2	groups involved in education, health, nutrition and social	
	services).	
		100
	'a) Have not attended any PDC Council meetings this year	.* .
	or the PDC Council has met less than once every two	
* •	months this academic year.	
· ,	b) Have attended PDC Council meetings and played a minor	
*	role in making decisions about the nature and operation	. •
	of the PDC program.	
	c) Have attended PDC Council meetings and played a	
	moderate role in making decisions about the nature and	
:	operation of the PDC program.	
	d) Have attended PDC Council meetings and played a major	·
	role in making decisions about the nature and operation	
	of the PDC program.	•
	e) Data insufficient for rating.	
	f) Question not applicable.	
	-	
A:4	20. The PDC Council.	20.
SR		
	a) Has met less than once every two months this academic	
*	year.	•
	b). Has met at least once every two months, but PDC staff	
	members have not attended meetings.	. ,
•	c) Has met at least once every two months and PDC staff	
	members have participated as voting members.	
. 1	d) Has met at least once every two months and PDC staff	Ç.
. #	members have participated as non-voting members.	
	e) Data insufficient for rating.	ŧ
	f) Question not applicable.	
y r		

FOR DATA

B. Judgmental Rating Scales

SUBCOMPONENT: The Establishment and Membership of a PDG Council

Before continuing with your ratings of the multiple choice questions, we would like to get your impressions of the level of implementation of this subcomponent using an alternate technique. Based on everything you know about this site, how would you rate the level of implementation of this subcomponent with respect to the following dimensions: (Please explain any "not applicable or "uncodable" ratings)

PLEASE CIRCLE YOUR ANSWERS CLEARLY

1. Breadth of Implementation: Among those who could or should be involved in the implementation of this subcomponent, what is the extent of actual involvement?

none narrow moderate broad not applicable uncodable

Intensity of Implementation: Among those responsible for implementating this subcomponent, what is the level of attention, energy, or importance given to its implementation?

none low moderate high not applicable uncodable

Effectiveness of Elements in Terms of Organizational Acceptance: Among those affected by implementation of this subcomponent (i.e., parents, teachers, council members, etc., but not PDC staff) what level of satisfaction or approval has been shown?

none low moderate high not applicable uncodable

4. Overall Level of Implementation: Based on the above ratings and any other information you have, what is your general assessment of the overall implementation level of this factor?

none low moderate high not applicable uncodable !

If your codings on these scales conflict with the ratings given on the preceding IRI questions, please attempt to explain that conflict below:

21.

THE OPERATION OF THE PDC COUNCIL

"The Council must be responsible for all aspects of the continuing development and implementation of the Early Childhood School (Preschool-School Linkage). The Council is ultimately responsible to the Head Start Grantee." (RE # C1).

"Information must be provided to the Council on a regular basis, thereby enabling Council members to make informed decisions in a timely and effective manner, to share professional expertise and generally be provided with staff support. " (RE # C4)"

"Provision must be made for regular communication among Council members and Head Start and school parents and staff throughout the implementation years." (RE # C5)

"The existing Head Start Center Committee and elementary school PTA or other group (such as those established for Title I) will continue in their current roles during the operational years. The relations of these groups to the PDC Council must be agreed upon by all parties." (RE # 57)

Multiple Choice Questions

Α

: 2 :	* . • .	21.	The	PDC Council
	•		a)	Has met less than once every two months this academic
~				year,
		´	b)	Is not responsible for any aspects of the continuing
A.		,	10	development and implementation of the preschool linkages
* V	•			or early childhood schools program.
\mathcal{C}	€	•	c) .	Is responsible for some aspects of the continuing
· ·	Section 1	5	:	development and implementation of the preschool linkages
* '*	ž.		-	or early childhood schools program.
1	* 8 J	S 30	d)	Is responsible for almost all of the aspects of the con-
4		•==		tinuing development and implementation of the preschool
			. ·	linkages or early childhood schools program.
•	. 42		e i	Data insufficient for rating.
				Question not applicable.
		_ *	. ,	sedestion not appricable.
. 1		22.	Tho	PDC Council
		<i></i>	THE	PDG Gouner

Has not met this academic year. Has met less than once every two months this academic year. Is not ultimately responsible to the Head Start grantee.

Is ultimately responsible to the Head Start grantee. Data insufficient for rating. d)

Question not applicable. ...

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A:5a,b	23. The PDC Council was provided with	23
	a) A PDC Council has met less than once every two months this academic year. b) Neither copies of the Guidelines nor the program by-laws	
· · · · · · · · · · · · · · · · · · ·	of the local PDC program. c) Either copies of the Guidelines or the program by-laws, but not both.	
ď	d) Both copies of the Guidelines and the program by-laws. e) Data insufficient for rating. f) Question not applicable.	
	24. The PDG Council was provided with	24
***	a) A PDC Council has met less than once every two months this academic year. b) Neither copies of the implementation year proposal nor copies of the timetable for planning, development, and	A Part of the Control
	submission of proposals.	*
	d) Both copies of the implementation year proposal and copies of the timetable for planning, development, and submission of proposals. e) Data insufficient for rating. f) Question not applicable.	
:5e,f	25. The PDC Council was provided with	25
N	a) A PDC Council has met less than once every two months this academic year.	
्र च	b) / Neither copies of job descriptions nor personnel policies of the PDC program. c) Either copies of job descriptions or personnel policies, but not both.	
	d) Both job descriptions and personnel policies. e) Data insufficient for rating. f) Question not applicable.	

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A:5g	26. I	The PDC Council was provided with regular financial reports
*	/ a	nd statements of funds expended under the PDC grant
/		
	a) A PDC Council has met less than once every two months
	\ · · · · ·	this academic year.
)	,p) Very rarely.
· .	c) Infrequently.
*	d) Regularly (almost all such reports or statements have
		been provided).
	<u>, e</u>	
	f) Question not applicable.
	,	
A:5h,i,j		he PDC Council was provided with communications from the
, t.		office of Child Development, the technical assistance contrac-
		or and the evaluation contractor related to program evalua-
e*	ti	ion or technical assistance.
•	* .	
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 3	this academic year.
* * * * * * * * * * * * * * * * * * *	/ <u>:</u> b	
	,c	
	d	
	*	for the Council).
•	e	and the state of t
**	f) Question not applicable.
A:6	<i>™</i>	
PI:2		Provisions for regular communication among PDC Council
•	, m	nembers and Head Start and elementary parents
day	<i>p</i>) Have not been established because the PDC Council has
	d	met less than once every two months this agademic year.
	b	
	·	level.
	, c	
	, 	level, but not both levels.
ar &	, . đ	
e e e	.,	tary levels.
	e	
F	·f	
•		

		w to the second	e e e e e e e e e e e e e e e e e e e	,			FOR DATA PROCESSING
	•	į.		,		- -	USE ONLY
:6,				nunication amo elementary s		ncil	'29
Table A	a) b)	met less tha Have not bee	n once every	d because the two months to d at the Head	his academi	c year.	. 1
\$	c)		stablished at ot both levels	the Head Sta	rt or elemen	tary	
	d) e) f)	Have been e tary levels. Data insuffic	stablished at	both the Head	d Start and e	lemen-	
1:3		d Start parer		ilable, <u>Counc</u> mmunication			30
	a) b)		rly effective	for transmitting information			
	(a)	the Council Has been ve the Council	and for obtai ry effective i and for obtai	for transmitt ning informat for transmitti ning informat	ion from the ng informati	m. on to	
	e) f)	Question not	cient for rati applicable.	ng.	.		
Í:3				ilable, <u>Counc</u> nunication be			31
	a) b)		rly effective	for transmiting information			9
	d)	Has been fa the Council Has been ve	and for obtai ry e ffective t	for transmitt ning informat for transmitti ning informat	ion from theing information	m. on to	N.
	e) f)	Data insuffic	cient for rati	ng.		1.04	

01:3 01:2	32.	Based on the information available, Council members and elementary parents believe communication between both
		groups
		a) Has not been effective.
•		b) Has been fairly effective for transmitting information to
•		the Council or for obtaining information from them, but
	•	not both.
•	· ,	_c) Has been fairly effective for transmitting iformation to
		the Council and for obtaining information from them.
		_d) Has been very effective for transmitting information to
	·	the Council and for obtaining information from them.
•	-	_e) Data insufficient for rating. _f) Question not applicable.
		_1) Question not applicable.
1:3	33.	Based on the information available, Council members and
		elementary staff believe communication between both groups
	=	
i		_a) Has not been effective.
		b) Has been fairly effective for transmitting information to
<i>i</i>		the Council or for obtaining information from them, but
	*,	not both.
	<u> </u>	_c) Has been fairly effective for transmitting information to
, L		the Council and for obtaining information from them.
		_d) Has been very effective for transmitting information to
	2 8	the Council and for obtaining information from them.
	,	_e) Data insufficient for rating.
		_f) Question not applicable.
: 7	34.	The relations of the Head Start Center Committee and the
	7 * *	elementary PTA (or other group such as those established
P 1 1		for Title I) to the PDC Council must be agreed upon by all
		parties.
	<u>.</u> :	a) A PDC Council has met less than once every two months
	* e	this academic year.
• * • • •		_b) A PDC Council is operational, but relations with the
		Head Start Center Committee and the elementary school
	9	PTA (or other group) have not been agreed upon.
1.5		_c) A PDC Council is operational and relations with the
		Head Start Center Committee or the elementary school
	. 4 6/	PTA (or other group) have been agreed upon, but not
	,	for both groups. A PDC Council is operational and relations with the
.	-	_d) A PDC Council is operational, and relations with the Head Start Center Committee and elementary school
. !	4	PTA (or other group) have been agreed upon.
	* .	e) Data insufficient for rating.
***		f) Question not applicable.
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18

QUESTION #35 IS FOR PSL SITES ONLY

Question not applicable.

f)

FOR DATA (PROCESSING USE ONLY

35.

A:8 AI:1

Based on the information available, program participants believe that the PDC Council Has met less than once every two months this academic year. Has not been effective in maintaining communication and **b**) coordination between the demonstration Head Start center(s) and school(s) during the year. Has been moderately effective in maintaining communication and coordination between the demonstration Head Start center(s) and schoof(s) during the year. Has been very effective in maintaining communication d) and coordination between the demonstration Head Start center(s) and school(s) during the year. Data insufficient for rating. e)

. B. Judgmental Rating Scales

SUBCOMPONENT: The Operation of the PDC Council

Before continuing with your ratings of the multiple choice questions we would like to get your impressions of the level of implementation of this subcomponent using an alternate technique. Based on everything you know about this site, how would you rate the level of implementation of this subcomponent with respect to the following dimensions: (Please explain any "not applicable or "uncodable" ratings)

PLEASE CIRCLE YOUR ANSWERS CLEARLY

1. Breadth of Implementation: Among those who could or should be involved in the implementation of this subcomponent, what is the extent of actual involvement?

none narrow moderate broad not applicable uncodable

Intensity of Implementation: Among those responsible for implementating this subcomponent; what is the level of attention, energy, or importance given to its implementation?

none low moderate high not applicable uncodable

Among those affected by implementation of this subcomponent (i. e., parents, teachers, council members, etc., but not PDC staff) what level of satisfaction or approval has been shown?

none low moderate high not applicable uncodable

4. Overall Level of Implementation: Based on the above ratings and any other information you have, what is your general assessment of the overall implementation level of this factor?

none low mod@rate high not applicable uncodable

If your codings on these scales conflict with the ratings given on the preceding IRI questions, please attempt to explain that conflict below:

FOR DATA PROCESSING USE ONLY

SUBCOMPONENT III. RECRUITMENT OF PDC STAFF AND RESPONSIBILITY FOR COORDINATION AND IMPLEMENTATION OF THE COMPONENT AREAS.

"The Council should be involved in the recruitment and selection of PDC staff." (RE # C6) "Staffing must include, at a minimum: a full-time Developmental Continuity Project Coordinator, experienced in administration and knowledgeable in the fields of child development and preschool and primary education, teacher training and community services. The Project Coordinator must be responsible for the day-to-day operation of the project and insure that the required elements are implemented. The Project Coordinator will be assisted in this by other PDC staff members; a full or part-time staff person responsible for coordination and implementation of the Developmental Support Services component, under the supervision of the Project Coordinator. a full or part-time person responsible for coordination and implementation of the Parent Involvement component, under the supervision of the Project Coordinator; ..." (RE # S1) "Responsibility for other component areas must be assigned to specific staff members." (RE # S2) Multiple Choice Questions The PDC Council Was not established. Was established, but not involved in the recruitment or selection process for PDC staff. Was involved in the recruitment and selection process for some, but not all members of the PDC staff. Was involved in the recruitment and selection process d) for all members of the PDC staff. Data insufficient for rating. e) Question not applicable. The project coordinator should be 1) experienced in administration, 2) knowledgeable in the field of early childhood education, 3) knowledgeable in the field of primary education, 4) teacher training, and 5) community services. There was no project coordinator for a significant portion (more than three months) of the academic year, The project coordinator meets two or fewer of the above criteria. The project coordinator meets three or four of the above criteria.

The project coordinator meets all five of the above

21

criteria. ...

e)

Data insufficient for rating.

Question not applicable.

ERIC

Full Text Provided by ERIC

A:12

A:10	38.	Approject coordinator	38.
] 30.—
		a) Was not on site a significant portion (more than	1
		three months) of the academic year.	
	1	b) Was on site, but was not responsible for the day-to-	
	<i>7.</i>	day operation of the project and insuring that the	,
. /		required elements were implemented.	
1 2		_c) Was on site on a part-time basis and was responsible for the day-to-day operation of the project and insuring	·
		that the required elements were implemented.	÷
		d) Was on site on a full-time basis and was responsible	
	*	for the day-to-day operation of the project and in-	
	. 2	suring that the required elements were implemented.	
ديو .		e). Data insufficient for rating.	
\$)f) Question not applicable.	
Tp.			
A:11	.39.	Responsibility for the coordination and implementation	39.
i		of the developmental support services component	
j,		a) No effort has been made to coordinate the imple-	
		mentation of this component during the year.	
•	. ————	b) Was not assigned to a specific staff member(s) for a	
	4	significant portion (more than 3 months) of the academic year.	l
		c) Was assigned to a specific staff member(s) who took	
		responsibility for some of the implementation	
	+	activities in this component.	
•		d) Was assigned to a specific staff member(s) who took	
		responsibility for all of the implementation activities	
•		in this component.	
	, 1	e) Data insufficient for rating.	
L		f) Question not applicable.	
	lanta . P		. P
9:11 ·	40:	Responsibility for the coordination and implementation of	40.7
	1 11	the parent involvement component	
, and the second	, .	a) No offert had been and to the same	
	: A	a) No effort has been made to coordinate the imple- mentation of this component during the year.	
.()		b) Was not assigned to a specific staff member(s) for a	
	 	significant portion (more than 3 months) of the	
		academic year.	
(.	.1	c) Was assigned to a specific staff member(s) who took	
		responsibility for some of the implementation activi-	
)	*	ties in this component.	
	*	d) Was assigned to a specific staff member(s) who took	š - 1
- 11		responsibility for all of the implementation activities	. "
ě		in this component.	
		e) Data insufficient for rating.	₽ z, t
to .		f) Question not applicable.	
**		u^{k}	

		· ·	i
A:11 ,	41.	Responsibility for the coordination and implementation	41.
	14	of the education component	
. (
1	•	a) No effort has been made to coordinate the implemen-	
	4		
5	* ,	tation of this component during the year. 🚁	
	*	_ b) - Was not assigned to a specific staff member(s) for a	(')
<u>u</u>		significant portion (more than 3 months) of the	1. '
\mathcal{A}		' academic year.	'*
		c) Was assigned to a specific staff member(s) who took	
		responsibility for some of the implementation activities	
	•		1
•	. , .	in this component.	
		_ d) Was assigned to a specific staff member(s) who took	
· ·		responsibility for all of the implementation activities	ļ
, . .		in this component.	1
· · · · · · · · · · · · · · · · · · ·		_ e) Data insufficient for rating.	
		f) Question not applicable.	
$T_{ij} = T_{ij}$		——————————————————————————————————————	
ŜR	42.	Responsibility for the coordination and implementation	42
		of the administration component	75.—
№	Ā	The state of the s	Large .
×,	5 s 1	a) No effort has been made to coordinate the implemen-	}
Ç.		_ , ===== ==========================	
	ŧ	tation of this component during the year.	
	. ———	b) Was not assigned to a specific staff member(s) for a	, P
		significant portion (more than 3 months) of the	'
	4	academic year.	
	<u> </u>	_c) Was assigned to a specific staff member(s) who took	`,
		responsibility for some of the implementation activities	
, tā	•	in this component.	
		d) Was assigned to a specific staff member(s) who took	:
		responsibility for all of the implementation activities	t,
		in this component.	_
,			•
c	· · · · ·	_ e) Data insufficient for rating.	
* * * * * * * * * * * * * * * * * * *		f) Question not applicable.	. 5
	شي ا		
1:11	43.	Responsibility for the coordination and implementation of	4\$.
•		the handicapped component	/
	F '		
-		a) No effort has been made to coordinate the implemen-	ŧ
* 1		tation of this component during the year.	
y		b) Was not assigned to specific staff member(s) for a	
			
	/ d	significant portion (more than 3 months) of the aca-	•
* -	,	demic year.	
		c) was assigned to specific staff member(s) who took	•
	1	esponsibility for some of the implementation activi-	
•		ties in this component.	
•		d) Was assigned to specific staff member(s) who took	
		responsibility for all of the implementation activities	
4		in this component.	
	-	e) Data insufficient for rating.	
		f) Question not applicable	
the second secon		A / SEMBOLION NOU GUDIICAULE.	

A:11	44.	Responsibility for the coordination and implementation of the bilingual/bicultural and/or multicultural component	44
	*	a) No effort has been made to coordinate the implementation of this component during the year.	
. 3		b) Was not assigned to specific staff member(s) for a significant portion (more than 3 months) of the academic year.	
and the second		c) Was assigned to specific staff member(s) who took responsibility for some of the implementation activities in this component.	
	1	d) Was assigned to specific staff member(s) who took responsibility for all of the implementation activities	,
7		in this component. e) Data insufficient for rating. f) Question not applicable.	
A: 11	45.	Responsibility for the coordination and implementation of the training component	45
* .se	<u>.</u>	a) No effort has been made to coordinate the implementation of this component during the year.)
		b) Was not assigned to specific staff member(s) for a significant portion (more than 3 months) of the academic year.	
	, 	c) Was assigned to specific staff member(s) who took responsibility for some of the implementation activities of this component.	
		d) Was assigned to specific staff member(s) who took responsibility for all of the implementation activities in this component.	\ .
ggiglio.		e) Data insufficient for rating. f) Question not applicable.	
A:13	46.	A formal organizational system which relates the PDC staff to the Head Start and elementary school admini-	.46
\		stration (PSL) or early childhood school (ECS) by involving PDC staff in the administrative structure	. •
		 a) Has not been established. b) Has been established but is not operational. c) Is operational, but according to PDC staff and/or school administrators is not satisfactory. 	, - "
		d) Is operational and according to PDC staff and/or school administrators is satisfactory.	
		e) Data insufficient for rating. f) Question not applicable.	я

B. Judgmental Rating Scales

SUBCOMPONENT: Recruitment of PDC Staff and Responsibility for Coordination and Implementation of Component Areas

Before continuing with your ratings of the multiple choice questions, we would like to get your impressions of the level of implementation of this subcomponent using an alternate technique. Based on everything you know about this site, how would you rate the level of implementation of this subcomponent with respect to the following dimensions: (Please explain any "not applicable or "uncodable" ratings)

PLEASE CIRCLE YOUR ANSWERS CLEARLY

Breadth of Implementation: Among those who could or should be involved in the implementation of this subcomponent, what is the extent of actual involvement?

none narrow moderate broad not applicable uncodable

2. <u>Intensity of Implementation:</u> Among those responsible for implementating this subcomponent, what is the level of attention, energy, or importance given to its implementation?

none low moderate high not applicable uncodable

Effectiveness of Elements in Terms of Organizational Acceptance: Among those affected by implementation of this subcomponent (i.e., parents, teachers, council members, etc., but not PDC staff) what level of satisfaction or approval has been shown?

none low moderate high not applicable uncodable

4. Overall Level of Implementation: Based on the above ratings and any other information you have, what is your general assessment of the overall implementation level of this factor?

none low moderate high not applicable uncodable

If your codings on these scales conflict with the ratings given on the preceding IRI questions, please attempt to explain that conflict below:

25

SUBCOMPONENT IV. ADMINISTRATIVE TRAINING FOR PDC STAFF AND COUNCIL MEMBERS.

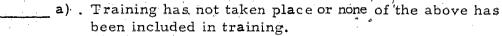
'Training related to Developmental Continuity must be provided for all PDC staff and Council members. It must include review and discussion of the philosophy, goals, basic principles and required elements of the program as stated in these Guidelines, as well as, locally agreed on goals and objectives as stated in the community's operational year proposal. This training should also include a review of the local Head part and school programs and their goals."...(RE # T1)

"Training must be provided for Council members in the area of decision and policy making so that they may participate as full members of the PDC Council and its subcommittees. It should involve discussion and clarification of the roles, responsibilities and goals of the PDC Council Head Start policy groups and the local Board of Education."... (RE # T2)

A. Multiple Choice Questions

CI:4a

Training for all PDC Council Members must include a review and discussion of 1) the philosophy, goals, and basic principles and required elements of the program as stated in the Guidelines; 2) the locally agreed upon goals and objectives as stated in the community soperational year proposal; 3) organization, philosophy, and goals of the local Head Start program; and 4) organization, philosophy, and goals of the school program.



- b) Training has included one of the above.
- c) Training has included two or three of the above.
 - d) Training has included all four of the above.
- e) Data insufficient for rating.
 - f) Question not applicable.

48. Training for all PDC program staff must include a review	ew 48
and discussion of 1) the philosophy, goals, and basic	
principles and required elements of the program as	* * * * * * * * * * * * * * * * * * * *
stated in the Guidelines; 2) the locally agreed upon goals	
and objectives as stated in the community's operational	
year proposal; 3) the organization, philosophy, and goal	s
of the local Head Start program; and 4) the organization	
philosophy, and goals of the school program.	
a) Training has not taken place or none of the above ha	s
been included in training.	
b) Training has included one of the above.	
c) Training has included two or three of the above.	
d) Training has included all four of the above.	
e) Data insufficient for rating.	
f) Question not applicable.	
Cl:4c 49. Training for PDC Gouncil members in the areas of	. · · · 4 9•
SR decision- and policy-making involved discussion and	
clarification of the roles, responsibilities, and goals of	
1) the PDC Council; 2) the Head Start Policy Council; an	d .
3) the local Board of Éducation.	*
a) Training has not taken place this year or none of	
the above have been included in training.	
b) One of the above requirements of training was satisfied.	nest *
Two of the above requirements of training were satisfied.	
d) Three of the above requirements of training were	`
satisfied.	4
e) Data insufficient for rating.	4 23 - 4 - 6
f) Question not applicable.	0
Ty Sucotion not approante.	
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50. Based on the information available, PDC Council members believe

a) Training in the area of decision- and policy-making has not taken place.
b) Training has taken place, but did not help them make decisions or set policy for the PDC program during the year.
c) Training has taken place and was somewhat helpful for making decisions and setting policy for the PDC program during the year.
d) Training has taken place and was very helpful for making decisions and setting policy for the PDC program during the year.
e) Data insufficient for rating.

Question not applicable.

B. Judgmental Rating Scales

SUBCOMPONENT: Administrative Training for PDC Staff and Council Members

Before continuing with your ratings of the multiple choice questions, we would like to get your impressions of the level of implementation of this subcomponent using an alternate technique. Based on everything you know about this site, how would you rate the fevel of implementation of this subcomponent with respect to the following dimensions: (Please explain any "not applicable or "uncodable!" ratings)

PLEASE CIRCLE YOUR ANSWERS CLEARLY

- Breadth of Implementation: Among those who could or should be involved in the implementation of this subcomponent, what is the extent of actual involvement?
- none narrow moderate broad not applicable uncodable
- 2. <u>Intensity of Implementation:</u> Among those responsible for implementating this subcomponent, what is the level of attention, energy, or importance given to its implementation?'

none low moderate high not applicable uncodable

Effectiveness of Elements in Terms of Organizational Acceptance:
Among those affected by implementation of this subcomponent (i. e., parents, teachers, council members, etc., but not PDC staff) what level of satisfaction or approval has been shown?

none low moderate high not applicable uncodable

4. Overall Level of Implementation: Based on the above ratings and any other information you have, what is your general assessment of the overall implementation level of this factor?

none low moderate high not applicable uncodable

If your codings on these scales conflict with the ratings given on the preceding IRI questions, please attempt to explain that conflict below:

SUBCOMPONENT V. THE SEARCH FOR ADDITIONAL FUNDING SOURCES.

"Programs are expected to sack other funding sources as necessary to supplement this grant and begin to develop alternative funding sources in anticipation of the time when the demonstration effort has ended and Project Developmental Continuity funds are no longer available."

(RE # OFS1)

· 1	A. Multiple Choice Questions
A:14	51. PDC sites are expected to seek other funding sources as
	necessary to supplement the OCD grant
**	a) No plan to secure additional funding sources has been
	developed.
	b) A plan to secure additional funding sources has been
	developed, but no actual attempt to secure funds has
	been made.
ال المالي	c) Attempts have been made to secure additional funding
निवृद्ध व	sources, but they have not been successful.
	d) Attempts have been made to secure additional funding
	sources and some or all of these have been successful
· y stan	e) Data insufficient for rating.
:	f) Question not applicable
Å:14	52. Based on the information available, when federal funds are
	withdrawn, the current committed level of supplementary
1 32 2	funding
•	a) No supplementary funding was obtained.
	b) Will not be sufficient to permit PDC to continue in any
The state of	form,
	c) Will be sufficient to permit the continuation of some
1	features of PDC.
	Will be sufficient to permit PDC to continue with few
10 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	changes
* 4	e) Data insufficient for rating.
, M	f) Question not applicable.

B. Judgmental Rating Scales

SUBCOMPONENT: Search for Additional Funding Sources

Before continuing with your ratings of the multiple choice questions, we would alike to get your impressions of the level of implementation of this subcomponent using an alternate technique. Based on everything you know about this site, how would you rate the level of implementation of this subcomponent with respect to the following dimensions: (Please explain any "not applicable or "uncodable". ratings)

PLEASE CIRCLE YOUR ANSWERS CLEARLY

Breadth of Implementation: Among those who could or should be involved in the implementation of this subcomponent, what is the extent of actual involvement?

none narrow moderate broad not applicable uncodable

2. <u>Intensity of Implementation:</u> Among those responsible for implementating this subcomponent, what is the level of attention, energy, or importance given to its implementation?

none low moderate high not applicable uncodable

Effectiveness of Elements in Terms of Organizational Acceptance:

Among those affected by implementation of this subcomponent (i. e., parents, teachers, council members, etc., but not PDC staff) what level of satisfaction or approval has been shown?

none low moderate high not applicable uncodable

4. Overall Level of Implementation: Based on the above rating's and any other information you have, what is your general assessment of the overall implementation level of this factor?

none low moderate high not applicable uncodable

If your codings on these scales conflict with the ratings given on the preceding IRI questions, please attempt to explain that conflict below:

IMPLEMENTATION RATING INSTRUMENT QUESTIONS FOR THE EDUCATION COMPONENT

Please complete the following questions marking your answer clearly so it will be easily distinguished as your assessment of the level of program implementation for this component.

FOR DATA ONGOING DISCUSSION AND REFINEMENT OF THE PROCESSING EDUCATIONAL APPROACH AND CURRICULUM. USE ONLY "Teachers, aides, administrators, resource and support staff and parents must be involved in ongoing discussion and refinement of the educational approach and curriculum. "This should include an internal assessment system, formal or informal, whereby participants continually examine their own and the project's progress in providing continuity in the educational and developmental experiences of the children and in implementing the required elements." (RE #2) Multiple Choice Questions An internal assessment system (formal or informal) for the discussion and refinement of the PDC educational approach a Does not exist. Exists but has not been operational. Exists and has functioned intermittently throughout the year., Exists and has functioned regularly throughout the year. d) . Data insufficient for rating. e) Question not applicable. f) Tl:la An internal assessment system (formal or informal) for the E:2 discussion and refinement of the PDC educational approach Does not exist. a) Exists but has not resulted in any refinements of the PDC educational approach. Exists and has resulted in some refinements of the PDC educational approach. Exists and has resulted in many refinements of the

PDC educational approach. Data insufficient for rating. Question not applicable.

P1:3		nlossed
PI:3	em	ployees
	a)	Have not been involved in the ongoing discussion and
	= =	refinement of the PDC educational approach.
;	ь)	Played a minor role in the ongoing discussion and
		refinement of the PDC educational approach.
	c)	Played a moderate role in the ongoing discussion and
*	and the second second	refinement of the PDC educational approach.
*	d)	Played a major role in the ongoing discussion and
		refinement of the PDC educational approach.
	,e)	Data insufficient for rating.
	f)	Question not applicable.
₩ YEL NEED	-	
E:3b	4. Ele	mentary parents who are not paid PDC or school:
PI:3		ployees
į.		
•	a)	Have not been involved in the ongoing discussion and
* = *		refinement of the PDC educational approach.
	ъ)	Played a minor role in the ongoing discussion and
	· · · · · · · · · · · · · · · · · · ·	refinement of the PDC educational approach.
S. Car	c).	Played a moderate role in the ongoing discussion and
		refinement of the PDC educational approach.
P 99 9	d)	Played a major role in the ongoing discussion and
· · · · · · · · · · · · · · · · · · ·		refinement of the PDG educational approach.
ff fig.	e)	Data insufficient for rating.
	··· f).	Question not applicable.
fail		The state of the s
TI:le	5. Hea	d Start teachers
E:3c	F. 110G	4
-	a)	Have not been involved in the ongoing discussion and
	·	refinement of the PDC educational approach.
	b)	Played a minor role in the ongoing discussion and
		refinement of the PDC educational approach.
1	´ g)	Played a moderate role in the ongoing discussion and
★ · · · · · · · · · · · · · · · · · · ·	- /	refinement of the PDC educational approach.
·	d)	Played a major role in the ongoing discussion and
		refinement of the PDC educational approach.
e e	e)	Data insufficient for rating.
	f-)	Question not applicable.
		account not applicable.

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			FOR DAT
1			PROCESS
			-USE ONL
TIME - 16. 11	ementary teachers		
E:3d	onto meat y to active a	-	0
'a)	Have not been involved in the ongoing discuss		
	refinement of the PDC educational approach.	stoneand	
b)	Played a minor role in the ongoing discussion		
	refinement of the PDC educational approach.	land.	
* c)	Played a moderate role in the ongoing discus		•
,	refinement of the PDC educational approach.	aron and	
a)	Played a major role in the arraine diameter		1
· · · · · · · · · · · · · · · · · · ·	Played a major role in the ongoing discussion refinement of the PDC educational approach.	ı and	
e)	Data insufficient for rating.		A section of the sect
f)	Question not applicable:		
	sequential not applicable:	•	
E:3e 7. He	ad Start administrators		
116	ad beart administrators		, 7·
a)	Hatta not have involved to the	de tag	
a)	Have not been involved in the ongoing discuss	ion and	
h)	frefinement of the PDC educational approach.		1
	Played a minor role in the ongoing discussion	and	79
6)	refinement of the PDC educational approach.	454	
	Played a moderate role in the ongoing discuss	ion and	· · · · · · · · · · · · · · · · · · ·
(b)	refinement of the PDC educational approach.		
<u> </u>	Played a major role in the ongoing discussion	and	
3 6)	refinement of the PDC educational approach.		es and a second
	Data insufficient for rating.		à
· · · · · · · · · · · · · · · · · · ·	Question not applicable.	and the second	a v
E:3f . 8. Ele	mentary administrators	ŧ	·.
	mentary administrators	· · · · · · · · · · · · · · · · · · ·	8
a)	Have not been involved in the against the	/	
	Have not been involved in the ongoing discussing	on and	1.
, b)	refinement of the PDC educational approach.	•	•
5)	Played a minor role in the ongoing discussion	and '	7
c)	refinement of the PDC educational approach.		\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \
	Played a moderate role in the ongoing discuss	ion and	
d)	refinement of the PDC educational approach.		«
	Played a major role in the ongoing discussion	and	
(e)	refinement of the PDC educational approach. Data insufficient for rating.	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
- + 1	Question not applicable.	, ,	
· · · · · · · · · · · · · · · · · · ·	* * * * * * * * * * * * * * * * * * *		
1			÷ .
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E:3g	y. Hea	ad Start resource and support staff	* \$	9
	a)	Have not been involved in the aurain discount and	:	1
	, 	Have not been involved in the ongoing discussion and refinement of the PDC educational approach:		
	ъ)			·
		refinement of the PDC educational approach.		1
5	(c)	Played a moderaté role in the ongoing discussion and	*	
•	 ;/	refinement of the PDC educational approach.		
	d)	Played a major role in the ongoing discussion and	•	`
		refinement of the PDC educational approach.		
	. e)	Data insufficient for rating.		
·	f;	Question not applicable.		
ē.		the second of th		
E:34	10. Ele	mentary resource and support staff		10.
		montally resource and support start	(10
-) 🗼 🙀	a)	Have not been involved in the ongoing discussion and		
ş - 2	. ——-/	refinement of the PDC educational approach.		*
	"	Played a minor role in the ongoing discussion and		*1
r tag ca	·	refinement of the PDC educational approach.	7 1	ن
	c)	Played a moderate role in the ongoing discussion and	`-,	
Control of the same	-	refinement of the PDC educational approach.		
	· d) ′	Played a major role in the ongoing discussion and		
	-	refinement of the PDC educational approach.	ļ	ı
•	, (e)	Data insufficient for rating.		
	f)	Question not applicable.		
				•
E:3i	ll. Hea	d Start paid aides	1	11.
•	=		/	
	a)	Have not been involved in the ongoing discussion and		
•		refinement of the PDC educational approach.		
	b)	Played a minor role in the ongoing discussion and		
		refinement of the PDC educational approach.	İ	
	c)	Played a moderate role in the ongoing discussion and		
**		'refinement of the PDC educational approach.	ĺ	
	d)	Played a major role in the ongoing discussion and	· }	
	4	refinement of the PDC educational approach.		•
* : k	e)	Data insufficient for rating.		1
	f)	Question not applicable.		4
			· [
tion of the second			1	

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E:3j	12.	Elementary paid aides	12
•	•	a) Have not been involved in the ongoing discussion and	
	,	refinement of the PDC educational approach.	
	·	b) Played a minor role in the ongoing discussion and	_
- :		refinement of the PDC educational approach.	1
	4	c) Played a moderate role in the ongoing discussion and)
		refinement of the PDC educational approach.	
		d) Played a major role in the ongoing discussion and	(.)
$\mathcal{F} = \{ 1, \ldots, n \}$		refinement of the PDC educational approach.	
	•	_e) Data insufficient for rating.	
		f) Question not applicable.	/ .
TI:ld	13.	According to the information available, roughly what	13.
E:3c :	, - -	percentage of the Head Start teachers have been directly	· • · · · · · · · · · · · · · · · · ·
		involved in the ongoing discussion and refinement of the	. '
		PDG educational approach and curriculum?	+*
***	. 	a) None or few (0-20%) or a PDC curriculum has not been	
		developed or selected.	±₹.
	<u> </u>	_b) Some (21-5\%).	
		_c) Most (51-80%).	
		_d) Almost all or all (81-100%).	
•	:	_e) Data insufficient for rating.	,
	,	_f) Question not applicable.	
T1:1d	14.	According to the information available, roughly what	14.
£:3d	2.0	percentage of the elementary school teachers have been	. ***
ار	\ \ \ .	directly involved, in the ongoing discussion and refinement	
	· ,)•	of the PDC educational approach and curriculum?	
•			
	/ .	a) None or few (0-20%) or a PDC curriculum has not been	
. A	*,	developed or selected.	š.
F	· · · · · ·	b)\ Sorfie (21-50%).	
		c) Most (51-80%).	
**	. 	d) Almost all or all (81-100%).	
Ŧ		e) Data insufficient for rating.	,
· · · · · · · · · · · · · · · · · · ·	<u>i</u> .	f) Question not applicable.	
	a,		
*	$ \ell$		1, 1
	1		. ,

	٠,		
	**		
15			

16.

15. According to the information available, roughly what percentage of the Head Start parents have been directly involved in the ongoing discussion and refinement of the PDC educational approach and curriculum?

- a) No PDC curriculum has been developed or selected.
 - ___b) Less than 5%.
- ___c) Between 5% and 15%.
- d) More than 15%.
- ___e) Data insufficient for rating.
- ___f) Question not applicable.

16. According to the information available, roughly what percentage of the elementary school parents have been directly involved in the ongoing discussion and refinement of the PDC educational approach and curriculum.

- a) No PDC curriculum has been developed or selected.
- b) Less than 5%.
- c) Between 5% and 15%.
- d) More than 15%.
- e) Data insufficient for rating.
- ___f) Question not applicable.

E:3b • PI:3

SUBCOMPONENT: Ongoing Discussion and Refinement of the Educational
Approach and Curriculum

Before continuing with your ratings of the multiple choice questions, we would like to get your impressions of the level of implementation of this subcomponent using an alternate technique. Based on everything you know about this site, how would you rate the level of implementation of this subcomponent with respect to the following dimensions: (Please explain any "not applicable or "uncodable" ratings)

PINEASE CIRCLE YOUR ANSWERS CLEARLY

Breadth of Implementation: Among those who could or should be involved in the implementation of this subcomponent, what is the extent of actual involvement?

non narrow moderate broad not applicable —uncodable

2. <u>Intensity of Implementation:</u> Among those responsible for implementating this subcomponent, what is the level of attention, energy, or importance given to its implementation?

none low moderate high not applicable uncodable

3. Effectiveness of Elements in Terms of Organizational Acceptance:
Among those affected by implementation of this subcomponent (i.e., parents, teachers, council members, etc., but not PDC staff) what level of satisfaction or approval has been shown?

none low moderate high not applicable uncodable,

4. Overall Level of Implementation: Based on the above ratings and any other information you have, what is your general assessment of the overall implementation level of this factor?

none low moderate high not applicable uncodable

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SUBCOMPONENT II. COMMUNICATION AND COORDINATION BETWEEN THE HEAD START AND THE ELEMENTARY STAFFS.

"Head Start and school teaching staff must continue to maintain channels of communication and coordination and exchange information. This should include regularly scheduled meetings, conferences and workshops at mutually convenient times as well as exchanges of memoranda and/or newsletters." (RE #5)

		* •	
	A. Multiple Choice Questions		
TI:9	17. Regularly scheduled joint meetings, conferences and/or		17.
E:4b	workshops for both Head Start and elementary teachers or		^_
	staff have taken place		
		,	
- N:	a) Not at all during this year.		:
	b) Once or twice during this year.		
•	c) Three to ten times during this year. d) More than ten times during this year.		· 14.5
4	d) More than ten times during this yeare) Data insufficient for rating.	-5,	. 4
£	f) Question not applicable.		
		* **	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
E:4c	18. According to the information available, roughly what	.]	18.
	percentage of the Head Start teachers have attended at least		
	one regularly scheduled joint meeting, conference, and/o	_	
	workshop for Head Start or elementary teachers or staff		
	this year?		3
•		l	• * * * * * * * * * * * * * * * * * * *
,	a) None or few (0-20%) or joint meetings, conferences and	.	
	workshops have not taken place this year.	5.	
	b) Some (21-50%).		-#
	c) Most (51-80%). d) Almost all or all (81-100%).	. [* *
	e) Data insufficient for rating.		14
المر ا	f) Question not applicable:	Ì	
,		1.	******
E:4c	19. According to the information available, roughly what		19.
	percentage of the elementary teachers have attended at least		
	one regularly scheduled joint meeting, conference, and/or	,	: ************************************
\mathcal{E}_{i}	workshop, for Head Start or elementary teachers or staff		
*	this year?		
, . 	-1 None - 5 10 2001 - 1	,	
:	None or few (0-20%) or joint meetings, conferences and workshops have not taken place this year.		
1	b) Some (21-50%).		,
	c) Most (51-80%).		
	d) Almost all or all (81-100%).		ż
· ŧ	e) Data insufficient for rating.		* , *
	f) Question not applicable.		1

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TI:10	20.	Written PDC memoranda and/or newsletters have been	20.
€:5		distributed	
	· · · · · · · · · · · · · · · · · · ·	a) Not at all during the year.	
•		b) Less than once a month.	
		c) Once a month or more, but less than once a week.	
		d) Once a week or more.	·
* 1		e) Data insufficient for rating.	₹*;
		f) Question not applicable.	
TI:11	. 21.	According to Head Start teachers, channels of communica-	21.
•	-	tion between Head Start and the elementary school staff	
F & .			
		_a) Do not exist.	
* .*		_b) Have been ineffective in facilitating program coordination	
		_c) Have been moderately effective in facilitating program coordination.	
		d); Have been very effective in facilitating program	
	-	coordination.	*
		e) Data insufficient for rating.	
ň	12,34 ,	f) Question not applicable.	
,		27) Adoption not approache.	
T1:11	22.	According to elementary school teachers, channels of	22.
	· · · · · · · · · · · · · · · · · · ·	communication between Head Start and elementary school	
<i>ŧ</i>		staff	• • • • • • •
		a) Do not exist.	47
S.	- 5-	- '	
	·	b) Have been ineffective in facilitating program coordination	. •
*			1.1
		c) Have been moderately effective in facilitating program coordination.	
:	<u> </u>	d) Have been very effective in facilitating program	· · · · · · · · · · · · · · · · · · ·
	-	coordination.	
		e) Data insufficient for rating.	
		f) Question not applicable.	*.
•	1.0		

SUBCOMPONENT: Communication and Coordination Between the

Head Start and Elementary Staff

Before continuing with your ratings of the multiple choice questions, we would like to get your impressions of the level of implementation of this subcomponent using an alternate technique. Based on everything you know about this site, how would you rate the level of implementation of this subcomponent with respect to the following dimensions: (Please explain any "not applicable or "uncodable" ratings)

PLEASE CIRCLE YOUR ANSWERS CLEARLY

Breadth of Implementation: Among those who could or should be involved in the implementation of this subcomponent, what is the extent of actual involvement?

none narrow moderate broad not applicable uncodable

2. <u>Intensity of Implementation:</u> Among those responsible for implementating this subcomponent, what is the level of attention, energy, or importance given to its implementation?

none low moderate high not applicable uncodable

3. Effectiveness of Elements in Terms of Organizational Acceptance:
Among those affected by implementation of this subcomponent (i.e.,
parents, teachers, council members, etc., but not PDC staff) what
level of satisfaction or approval has been shown?

none low moderate high not applicable uncodable

4. Overall Level of Implementation: Based on the above ratings and any other information you have, what is your general assessment of the overall implementation level of this factor?

none low moderate high not applicable uncodable

23.

SUBCOMPONENT III. DEVELOPMENT AND IMPLEMENTATION OF A COMPATIBLE COORDINATED PDC QURRICULUM.

"Head Start and schools must adapt or develop an agreed-upon compatible, coordinated curriculum for children from preschool through the third grade. The curriculum must be developmentally-appropriate and must facilitate the teaching and learning of the basic skills needed for reading, writing and computation. It must encourage the physical and social-emotional growth of children.

The plan must include a statement of goals and broad objectives in each developmental or subject matter area. Appropriate stretegies must be developed for providing continuity in the educational and developmental experiences of children, with special reference to fostering social competence and achieving comprehensive long-range goals." RE #1

A. Multiple Choice Questions

ţ.	ţ	
TI:2a		The philosophies of Head Start and elementary schools
E:6	·······································	egarding learning styles and approaches to teaching.
	a	Were not articulated to interviewers by Head Start
	, bes	and/or elementary school staff.
na dia kacamatan dia kacam Nata	b) Were articulated and were substantially different from each other.
	, *	
4		were articulated and were similar in some respects.
		Were articulated and were similar in most respects.
4		e) Data insufficient for rating.
	f) Question not applicable.
T1:3	24. 7	The PDC curriculum
E:7a,c	6T. 1	ine i bo curriculum
	а) Is not operational at both the Head Start and elementary
		levels.
	b) Is operational at both the Head Start and elementary
		levels, but so far, most of the curriculum has not be in
		implemented.
	·c) Is operational at both the Head Start and elementary
		levels, but so far, some of the curriculum has not been
	•	implemented.
	đ) Is operational and the Head Start and elementary levels
•		almost all of the curriculum has been implemented.
•	e	Data insufficient for rating.
) Question not applicable.
		1. Ganaran mas abbusamers

. • .		•		USE ONL
TI:3,4	25.	The	PDC curriculum	25
Е:76		ί,		
is to	, *	a)	Has not been substantially implemented in at least one	
		- '	Head Start classroom and one PDC elementary class-	
A Property of the Control of the Con			room. / '	- ^
4		b)	Has been substantially implemented in less than 50%	
, a		/•	of the PDC Head Start classrooms, or in less than 50%	
er	. A*	٠,	of the PDC elementary classrooms.	
	/ ** *	c)	Has been substantially implemented in more than 50%	in a little of and
· •			of the PDC Head Start and elementary classrooms but in	يد"
ŧ	er E		less than 80% of the classrooms in one of the two programs.	
		d)	Has been substantially implemented in more than 80%	
			of both the PDC Head Start and elementary classrooms.	Đ
	r :	e)	Data insufficient for rating.	· ·
		f)	Question not applicable.	
*		-7 /	to approach	
E:8 '	26.	The	PDC curriculum plan	26.
			Carrier Carrier Company	
	19.1	a)	Has not been developed or selected.	
		ъ)	Has been developed or selected but does not include any	
engr %	2	- · · · · · · · · · · · · · · · · · · ·	statement of goals and/or objectives.	•
		c)	Has been developed or selected and includes a general	ŧ
Y		· '	statement of goals and objectives, but these do not	•
			address each developmental or subject matter area.	
	,	\mathbf{d} .)	Has been developed or selected and includes a statement	1 1 1
[•	of general goals and objectives which address each	V. 41.
	.*		developmental or subject matter area.	
વ્			Data insufficient for rating.	
	4		Question, not applicable.	
a .		• ,		16 a
E:9	27.	The `	PDC curriculum	27.
". A"				
5.0	-		Has not been developed or selected.	•
	, , , , , , , , , , , , , , , , , , ,	b)	Does not emphasize the teaching and learning of basic	i
· · ·	e , e e j		skills needed for reading, writing and computation.	
	· /s	c) .	Emphasizes the teaching and learning of basic skills	
18	er i Nigeria		needed for reading, writing and computation at the	. •
,			Head Start level or the elementary level but not at both	, , , , , , , ,
			levels.	, e
			Emphasizes the teaching and learning of basic skills	
			needed for reading, writing and computation at the	
3			Head Start level and the elementary level.	. ,
X			Data insufficient for rating.	•
		f) (Question not applicable.	

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E:10 28. The PDC curriculum	
28. The PDC curriculum	28
a) Has not been developed or selected.	
b) Has been developed but does not emphasize the	i i
physical growth of the children.	1 / 1 / 1 / 1 / 1 / 1 / 1 / 1 / 1 / 1 /
c) Emphasizes the physical growth of the children at	* * * * * * * * * * * * * * * * * * * *
the Head Start level, or at the elementary level, but not at both.	
d) Emphasizes the physical growth of children at both the	
Head Start and elementary levels.	,
e) Data insufficient for rating.	
f) Question not applicable.	· =
E:11 29 The PDC curriculum	
E:11 29. The PDC curriculum	29.
a) Has not been developed or selected.	1
b) Has been developed but does not emphasize the	
social/emotional growth of the children.	.•
c) Emphasizes the social-emotional growth of the children	
at the Head Start level, or at the elementary level, but	
not at both.	
at both the Head Start and elementary levels.	
e) Data insufficient for rating.	, î
f) Question not applicable.	,
	₩
TI:4a 30. According to the information available, roughly what	30
percentage of the Head Start teachers use the PDC curriculum	ı
on a daily basis to plan classroom activities?	
None or few $(0-20\%)$.	
b) Some (21-50%).	
c) Most (51-80%)d) Almost all or all (81-100%).	- 1
e) Data insufficient for rating.	***
f) Question not applicable.	
TI:4a 31. According to the information available, roughly what	31.
pércentage of the elementary teachers use the PDC curriculum	n.
on a daily basis to plan classroom activities?	
-1 None on form (0, 200)	e :
a) None or few (0-20%). b) Some (21-50%).	
c) Most (51-80%).	
d) 'Almost all or all (81-100%).	
e) Data insufficient for rating.	6
f) Question not applicable.	

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1:5	32.	Based on the information available, roughly what
		percentage of the Head Start teachers believe the Pho
,		curriculum is a good basis for the development of
	£	classroom activities?

- None or few (0-20%)
 - Some (21-50%). b)
- Most (51-80%). c)

T1:5

- d)
- Almost all or all (81-100%). Data insufficient for rating. e)
- (f) Question not applicable.
- 33. According to the information available, roughly what percentage of the elementary school teachers believe the PDC curriculum is a good basis for the development of classroom activities?
 - None or few (0-20%).
- Some (21-50%). b)
- c) Most /(51-80%).
 - Almost all or all (81-100%). d)
- e) Data insufficient for rating.
 - Question not applicable. f)

SUBCOMPONENT: Development and Implementation of a Compatible
Coordinated PDC Curriculum

Before continuing with your ratings of the multiple choice questions, we would like to get your impressions of the level of implementation of this subcomponent using an alternate technique. Based on everything you know about this site, how would you rate the level of implementation of this subcomponent with respect to the following dimensions: (Please explain any "not applicable or "uncodable" ratings)

PLEASE CIRCLE YOUR ANSWERS CLEARLY

Breadth of Implementation: Among those who could or should be involved in the implementation of this subcomponent, what is the extent of actual involvement?

none narrow moderate broad not applicable uncodable

2. <u>Intensity of Implementation:</u> Among those responsible for implementating this subcomponent, what is the level of attention, energy, or importance given to its implementation?

none low moderate high not applicable uncodable.

3. Effectiveness of Elements in Terms of Organizational Acceptance:
Among those affected by implementation of this subcomponent (i.e., parents, teachers, council members, etc., but not PDC staff) what level of satisfaction or approval has been shown?

none low moderate high not applicable uncodable

4. Overall Level of Implementation: Based on the above ratings and any other information you have, what is your general assessment of the overall implementation level of this factor?

none low moderate high not applicable uncodable

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35

SUBCOMPONENT IV. DEVELOPMENT OF A DIAGNOSTIC AND EVALUATIVE SYSTEM AND INDIVIDUALIZED INSTRUCTIONAL PROGRAMS FOR CHILDREN.

"The curriculum approach must facilitate individualized instruction. A diagnostic and evaluative system must be utilized to implement this individualized approach.

This system should facilitate individualized instruction by enabling the teacher to pinpoint the developmental level of each child in the various curriculum areas. The teacher should then develop an instructional program for each child based upon the child's diagnosed strengths and weaknesses." (RE #3)

	A. Mu	ltiple C	hoice Questions.
T1:6,7 E:13a	34.	A CONTRACTOR OF THE PROPERTY O	diagnostic and evaluative system to identify the ional needs of individual children
		_b) H	as not been developed or selected. as been developed or selected, but is not
·	¥ .	_c) Is	implemented in classes at the Head Start level or ementary level, but not at both levels.
	:		implemented in classes at both the Head Start and e elementary school levels.
		_	ata insufficient for rating. uestion not applicable.
Γ́Ι:6,7 Ε:13c	į 35.	The P	DC diagnostic and evaluative system
		_b) H	as not been developed or selected. as not been implemented at both the Head Start and ementary levels.
	· 	_c), H: _ pi	as been implemented at both levels, but does not not in in the developmental level of each child in the
		_d) H	rious curriculum areas. as been implemented at both levels and pinpoints e developmental evel of each child in the various
, , , , , , , , , , , , , , , , , , ,	,	_e) Da	ata insufficient for rating.

17

E:13d	36	The	PDC diagnostic and evaluative system	36
		a)	Has not been implemented.	
+	_	b)	Has been used with less than 50% of the children in the	
	. .	 ·	Head Start program or with less than 50% of the children	
		٠,	in the elementary program!	
	*,	- c)	Has been used with more than 50% of the children in both	
			the Head Start and elementary programs, but with less	
.(ar vi		than 80% of the children in one of the two programs.	.
		ď	Has been used with more than 80% of the children in both	
	• •		programs.	,
		e)	Data insufficient for rating,	
>		f)	Question not applicable.	
	· -	· ·		
E:12	37	The	PDC curriculum	37.
b ·	1	0 .		
	•	a)	Has not been developed or selected.	
4		ъ)	Does not utilize an individualized instructional approach.	
	٠ -	. c)	Utilizes an individualized instructional approach in some,	ĺ
	_		but not all curriculum areas.	
	•	(<u>f</u>	Utilizes an individualized instructional approach in	
•	-		almost all curriculum areas.	F
		e)	Data insufficient for rating.	* 1
	- · -	f)	Questions not applicable.	, "
	_			#
T1:7 E:13e	38	I. The	PDC system for diagnosis and evaluation	38
				.*
	<u>.</u>	a)	Has not been used for matching children with a	,
ŧ	9		particular educational program in at least one PDC	.*
			Head Start classroom and one PDC elementary	100
e e '		٠, ١	classroom.	
	<i>'</i> _	b)	Has been used for matching less than 50% of the	and the same
			particular educational program, or for matching less	
	şı ,	f.*	than 50% of the children in the PDC elementary program	
		×	with a particular educational program.	
•	€ _	c)	Has been used for matching more than 50% of the	
			children with a particular instructional plan in both the	
			PDC Head Start and the PDC elementary programs, but	,
	:	$\begin{array}{cccccccccccccccccccccccccccccccccccc$	less than 80% of the children in one of the two programs.	
•, •		<u>· · · a</u>)	Has been used for matching more than 80% of the	
		•	children with a particular instructional plan in both the	
			PDC Head Start and elementary programs.	J' '
		e)	Data insufficient for rating.	F
		I)	Question not applicable.	
				•

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	\	x = € '	**	OSE ONE
E:14	39.	The support of specialized resource per	rsons in developing	39.
	€ 3	instructional programs for children ne	reding special	
P	4 '	assistance.	oding special	1
,		•	•	
		_a) Has not been sought.	,	,
3		b) Has been sought but has not been o	obtained at either the	,
		'Head Start'or elementary level.	obtained at either the	,
	i	_c) Has been obtained at either the He	and Stant on allowed	,
	·	level, but not at both levels.	ad Start or elementary	
		_d) Has been obtained at both levels.	,	
		_e) Data insufficient for rating.		
	·	f) Question not applicable.	g	
	/		•	
8:1T	40.	Based on the information available, ro	and large to the second	
		of the <u>Head Start teachers</u> believe that	the DDC :	40
ri		evaluative system is an official math	the PDC diagnostic and	
<		evaluative system is an effective method educational needs of individual children	od for identifying the	
		Codecational needs of individual entitles	1.	4
1	,	a) None or few (0-20%) or a diagnosti	,	
	1	<u> </u>	c and evaluative	
		system has not been developed or ab. Some (21-50%).	serected.	
ъ	* 13	_c) Most (51-80%).		
•		_d) Almost all or all (81-100%).		,
•		_e) Data insufficient for rating.	م في	•
	†1/2 o	f) Question not applicable.	. 7	
٦	<i>i</i> ,		· .	
TI:8	41.	According to the information available,	200 - 1 - 1 - 1 - 1	.41
11:0		percentage of the elementary teachers	believe that the DDC	41
•		diagnostic and evaluative system is an	offoctive mathed for	
19	1 -	identifying the educational needs of indi	widual children?	4
* ₽		indication and indication at moods of their	vidual Children?	
*	*	a) None or few (0-20%) or a diagnostic	c and evaluative	
	. 	system has not been developed or s	selected	•
		b) Some ((21-50%).	, 515016q.,	
	. <u></u>	c) Most (\$1-80%).		
· · · · · · · · · · · · · · · · · · ·		d) Almost all or all (81-100%).		•
a.ecc		e) Data insufficient for rating.	· (
		f) Question not applicable.		
	ā	A series and the seri		
. /* `	N		, "	*1

SUBCOMPONENT: Development of a Diagnostic and Evaluative System and Individualized Instructional Program for Children

Before continuing with your ratings of the multiple choice questions, we would like to get your impressions of the level of implementation of this subcomponent using an alternate technique. Based on everything you know about this site, how would you rate the level of implementation of this subcomponent with respect to the following dimensions: (Please explain any "not applicable or "uncodable" ratings)

PLEASE CIRCLE YOUR ANSWERS CLEARLY

Breadth of Implementation: Among those who could be involved in the implementation of this subcomponent, what is the extent of actual involvement?

none narrow moderate broad not applicable 'uncodable

2. <u>Intensity of Implementation:</u> Among those responsible for implementating this subcomponent, what is the level of attention, energy, or importance given to its implementation?

none low moderate high not applicable uncodable

3. Effectiveness of Elements in Terms of Organizational Acceptance:
Among those affected by implementation of this subcomponent (i.e., parents, teachers, council members, etc., but not PDC staff) what level of satisfaction or approval has been shown?

none low moderate high not applicable uncodable

4. Overall Level of Implementation: Based on the above ratings and any other information you have, what is your general assessment of the overall implementation level of this factor?

none low moderate high not applicable uncodable

IMPLEMENTATION RATING INSTRUMENT QUESTIONS FOR THE BILINGUAL/BICULTURAL AND/OR MULTICULTURAL COMPONENT

Please complete the following questions marking your answer clearly so it will be easily distinguished as your assessment of the level of program implementation for this component.

7	SUBC	BILINGUAL/BICULTURAL AND/OR MULTI-	FOR DATA PROCESSING USE ONLY
1	- s	Projects that include bilingual-bicultural and/or multicultural children must coordinate pecial services to meet the educational and special social-emotional needs of the children, in order to achieve comprehensive long-range educational goals and to foster ocial competence." (RE # 2)	
	· A	. Multiple Choice Questions	^{Out}
MC:1	•	1. A procedure for coordinating special services to meet the educational and special social-emotional needs of bilingual/bicultural and/or multicultural children	1
٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠		a) Has not been developedb) Has been developed but is not operational at either the Head Start or elementary levelc) Has been developed and is operational at either	p
•	`	the Head Start or elementary level, but not at both levels. d) Has been developed and is operational at both the Head Start and elementary levelse) Data insufficient for ratingf) Question not applicable.	
TI:18		. 2. According to Head Start teachers interviewed, have the procedures for coordinating special services to) *•
		meet the needs/of bilingual/bicultural and/or multi- cultural children been effective?	
e e	, ,	a) Procedures have not been developed, of they have no knowledge. b) Procedures have been developed and are ineffective c) Procedures have been developed and are moderately effective	•
•		d) Procedures have been developed and are very effectivee) Data insufficient for rating.	
0		f) Question not applicable.	v.

51

TI:18	3. According to elementary teachers interviewed, have the	3.
·	procedures for coordinating special services to meet	
	the needs of bilingual/bicultural and/or multicultural	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
	children been effective?	
**	7	
•	'a) Duggadama hara nat hara dan dan dan dan dan dan dan dan dan da	•
	a) Procedures have not been developed, or they have no	
	knowledge.of a bilingual/bicultural and/or multi-	
,	cultural program.	
* * * * * * * * * * * * * * * * * * *	b) Procedures have been developed and are ineffective.	
99	c) Procedures have been developed and are moderately	
	effective.	
Q .		
)		
	effective.	
	e) Data insufficient for rating.	
, marie	f) Question not applicable.	
PI:14	4. According to Head Start parents interviewed, have the	4
	procedures for coordinating special services to meet	**
i		
€ .	the needs of bilingual/bicultural and/or multicultural	
	children been effective?	
	· \	
	Procedures have not been developed, or they have no	
te .	knowledge of a bilingual/bicultural and/or multi-	1
•	cultural program.	
	b) Procedures have been developed and are ineffective.	•
,		
* *	c) Procedures have been developed and are moderately	*
Ť	effective.	
	d) Procedures have been developed are are very	
	effective.	
	e) Data insufficient for rating.	
•	f) Question not applicable.	
1:14	A 1	
1117	5. According to elementary parents interviewed, have the	5
· •	procedures for coordinating special services to meet	
	the needs of bilingual/bicultural and/or multicultural	
	children been effective?	
* - *	a) Procedures have not been developed, or they have no	•
	know/kedge of a bilingual/bicultural and/or multi-	,
	Allow ledge of a billingual/bicultural and/or multi-	
	cultural program.	
	b) Procedures have been developed and are ineffective.	
	c) . Procedures have been developed and are moderately	
e	· · effective.	*
	d) Procedures have been developed and are very	
	effective.	
	e) Data insufficient for rating.	•
•		•
•	f) Question not applicable.	de .

SUBCOMPONENT: Coordination of Special Services for Bilingual/
Bicultural and/or Multicultural Children

Before continuing with your ratings of the multiple choice questions, we would like to get your impressions of the level of implementation of this subcomponent using an alternate technique. Based on everything you know about this site, how would you rate the level of implementation of this subcomponent with respect to the following dimensions: (Please explain any "not applicable or "uncodable" ratings)

PLEASE CIRCLE YOUR ANSWERS CLEARLY

Breadth of Implementation: Among those who could or should be involved in the implementation of this subcomponent, what is the extent of actual involvement?

none narrow moderate broad not applicable uncodable

2. <u>Intensity of Implementation:</u> Among those responsible for implementating this subcomponent, what is the level of attention, energy, or importance given to its implementation?

none low moderate high not applicable uncodable

3. Effectiveness of Elements in Terms of Organizational Acceptance:
Among those affected by implementation of this subcomponent (i.e., parents, teachers, council members, etc., but not PDC staff) what level of satisfaction or approval has been shown?

none low moderate high not applicable uncodable

4. Overall Level of Implementation: Based on the above ratings and any other information you have, what is your general assessment of the overall implementation level of this factor?

none low moderate high not applicable uncodable

SUBCOMPONENT II. STAFF TRAINING

"Projects must train Head Start and school staff, whether classroom, administrative, or support, to be sensitive to the needs of bilingual-bicultural and/or multicultural children (e.g., language, knowledge of cultural dynamics, valuing of their culture). Training should also include identification of resource persons and materials." (RE # 3)

Þ	Α.	Multiple Choice Questions.	
MC:2	4	6. Training activities to make Head Start staff sensitive to	6
	,rr	the needs of bilingual/bicultural and/or multicultural	"
		children	
		and the control of t	
	*	a) Have not taken place this academic year.	• • • • • • • • • • • • • • • • • • •
		b) Have taken place less than once every two months this	
,		academic year.	• ,
		c) Have taken place once every two months or more, but	
	•	less than once a month this academic year.	
		d) Have taken place once a month or more this academic	
		year.	
i	s _y	e) Data insufficient for rating.	. r·i
		f) Question not applicable.	ia i
			,
		7. Training activities to make elementary staff sensitive to	-7
1C:2			(•
*	٠.	the needs of bilingual/bicultural and/or multicultural	
		children	
			<u>.</u>
		a) Have not taken place this academic year.	
		b) Have taken place less than once every two months this	1
74		academic year.	
	=	c) Have taken place once every two months or more, but	
		less than once a month this academic year.	
		d) Have taken place once a month or more this academic	
		year.	- 1
1		e) Data insufficient for rating.)
	9 1	f) Question not applicable.	
•	,u ⁴	T) Suestion not appricable.	
	* 4	, report of the state of the s	

,MC:3	8.	Training activities designed to identify bilingual/bicultural and/or multicultural resource persons this year	8
*	g = "	a) Have not been planned.	
* * * * * * * * * * * * * * * * * * *		b) Have been planned but have not taken place at the Head	
		Start or elementary level.	
	*	_c) Have taken place at the Head Start level or the elemen-	
,		tary level, but not at both levels.	
*			•
	1	d) Have taken place at both levels.	, <u> </u>
· **	<i>I</i>	_e) Data insufficient for rating.	
	<u> </u>	_f) Question not applicable.	
MC:3	9.	Training activities designed to identify bilingual/bicultural and/or multicultural materials this year	9
ē	•	a) Have not been planned.	· ·
•			
		_b) Have been planned but have not taken place at the Head	
i		Start or elementary level.	
· ·	·	_c) Have taken place at the Head Start level or the elemen-	+ 1
		tary level, but not at both levels.	
		_d) Have taken place at both levels.	
		e) Data insufficient for rating.	
		_f) Question not applicable.	
MC:4	10.	Most Head Start teachers	10
	:	a) Bilingual/bicultural and/or multicultural training has	:
		not taken place this academic year.	
\mathcal{N}		b) Have not attended bilingual/bicultural and/or multi-	
-	•	cultural training sessions.	• .
•	,	c) Have attended some of the bilingual/bicultural and/or	11 × 1
. —		multicultural training sessions.	
, , ,	-	d) Have attended most of the bilingual/bicultural and/or	•
		multicultural training sessions.	•
		e) Data insufficient for rating.	
	-	f) Question not applicable.	
ų			
MC :/4	11.	Most elementary teachers	11
	-	_a) Bilingual/bicultural and/or multicultural training has	
	-	not taken place this academic year.	
*		_b) Have not attended bilingual/bicultural and/or multi-	
		cultural training sessions.	
		c) Have attended some of the bilingual/bicultural and/or	•
*	1	multicultural training sessions.	u .
		d) Have attended most of the bilingual/bicultural and/or	
*.		multicultural training sessions.	4 b
*	•	e) Data insufficient for rating.	
	V	_f) Question not applicable.	

110,24	14.	Most Head Start administrators	12
		a) Bilingual/bicultural and/or multicultural training has	
		not taken place this academic year.	
		b) Have not attended bilingual/bicultural and/or multi-	
		cultural training sessions.	100
		c) Have attended some of the bilingual/bicultural and/or	
÷		multicultural training sessions.	
	. <u></u>	d) Have attended most of the bilingual/bicultural and/or	. ,
	· * * .	multicultural training sessions.	
		e) Data insufficient for rating.	
	f	Question not applicable.	
uc l	🖫		*
MC:4	13.	Most Head Start support staff	13
		a) Bilingual/bicultural and/or multicultural training has	
ege (f. ¹⁸		Bilingual/bicultural and/or multicultural training has not taken place this academic year.	
	1-	b) Have not attended bilingual/bicultural and/or multi-	
		Have not attended hilingual/bicultural and/or multi- cultural training sessions.	
	&_C		
	 -	multicultural training sessions.	
Sign of an el	`; d	Have attended most of the bilingual/bicultural and/or	ŧ
₹.• •		multicultural training sessions.	
	e	e) Data insufficient for rating.	
) Question not applicable.	
	<u></u> -	A Standard Hot abbitcontos	
1C : 4	14.	Most elementary support staff	14.
		Sapport Starz	***
	a) Bilingual/bicultural and/or multicultural training has	,,,
	7	not taken place this academic year.	1 1
	b b		
	<i>\$</i> ************************************	cultural training sessions.	
	c) Have attended some of the bilingual/bicultural and/or	, 3
4		multicultural training sessions.	
, •	d		
		multicultural training sessions.	• •
	е		
*,	f		
•			

TI:15i	15. According to Head Start teachers interviewed, has training	15
	in meeting the needs of bilingual/bicultural and/or multi-	
	cultural children been useful?	
	mustal a large training and the same and a same and a same and a same and a same a same a same a same a same a	
-	a) Training has not taken place or less than 20% attended.	
	b) Training has not been useful.	
	c) Training has been moderately useful.	*
	d) Training has been very useful.	
	e) Data insufficient for rating.	٨
	f) Question not applicable.	~
TI:15i		16
	16. According to elementary teachers interviewed, has	·16
e e e e e e e e e e e e e e e e e e e	training in meeting the needs of bilingual/bicultural and/or	
*	multicultural children been useful?	
	a) . Training has not taken place or less than 20% attended.	
• • • • • • • • • • • • • • • • • • •	a) Training has not taken place or less than 20% attended. b) Training has not been useful.	•
()	c) Training has been moderately useful.	
4	d) Training has been moderately useful.	
- -	e) Data insufficient for rating.	
	f) Question not applicable.	
	17. According to administrative staff interviewed, has	.17.
	training in meeting the needs of bilingual/bicultural and/or	
	multicultural children been useful?	
	a) Training has not taken place or less than 20% attended.	
•	b) Thining has not been useful.	
	c) Training has been moderately useful.	
	d) Training has been very useful.	
	e) Data insufficient for rating.	
	f) Question not applicable.	

SUBCOMPONENT: Staff Training)

Before continuing with your ratings of the multiple choice questions, we would like to get your impressions of the level of implementation of this subcomponent using an alternate technique. Based on everything you know about this site, how would you rate the level of implementation of this subcomponent with respect to the following dimensions: (Please explain any "not applicable or "uncodable" ratings)

PLEASE CIRCLE YOUR ANSWERS CLEARLY

Breadth of Implementation: Among those who could or should be involved in the implementation of this subcomponent, what is the extent of actual involvement?

none narrow moderate broad not applicable uncodable

2. <u>Intensity of Implementation:</u> Among those responsible for implementating this subcomponent, what is the level of attention, energy, or importance given to its implementation?

none low moderate high not applicable uncodable

3. Effectiveness of Elements in Terms of Organizational Acceptance:
Among those affected by implementation of this subcomponent (i.e., parents, teachers, council members, etc., but not PDC staff) what level of satisfaction or approval has been shown?

none low moderate high not applicable uncodable

Overall Level of Implementation: Based on the above ratings and any other information you have, what is your general assessment of the overall implementation level of this factor?

none low moderate high not applicable uncodable

SUBCOMPONENT III: BILINGUAL/BICULTURAL AND/OR MULTI-CULTURAL GLASSROOM ACTIVITIES.

'Classroom activities must be planned to include resource persons and materials related to the child's ethnic or cultural background. Parents or persons of their choice should be asked to serve as resource persons in the classroom and to participate in activities related to this component area. Use of bilingual-bicultural and/or multicultural resources, materials, and activities must not be limited to use with bilingual-bicultural and/or multicultural children. For example, materials and information on the accomplishments of members of a particular ethnic group should be woven into the curriculum for all children in the program. (RPM 4)

T. Marabie Choice Saesnon	À.	Multiple	Choice	Question
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MC:5		1	18.	What is the percentage of Head Start classrooms in which	18.
				bilingual/bicultural and/or multicultural resource per-	
				sons have participated in classroom activitiés this year?	•
					* 1
ب				a) None or few (0-20%).	
				b) Some (21-50%).	
:	·			c) Most (51-80%).	
				d) Almost all or all (81-100%).	•
				e) Data insufficient for rating.	
				f) Question not applicable.	
	'				
MC:5			19.	What is the percentage of elementary classrooms in which	19.
,			- /.	bilingual/bicultural and/or multicultural resource persons	- · ·
a 1				have participated in classroom activities this year?	
				have participated in classicom activities and year:	•
A				None or for (0. 20%)	
				_a) None or few (0-20%).	•
	•			_b) Some (21'-50%).	
				_c) Most (51-80%).	
				d) Almost all or all (81-100%).	
				_e) Data insufficient for rating.	F
		4		_f) Question not applicable.	•
uc (
MC:6			20.	Most bilingual/bicultural and/or multicultural Head Start	20
				children work with bilingual/bicultural and/or multi-	•
	an .			cultural resource persons,	
•					
		٠,		_a) Less than once a month.	
ngi				_b) Once a month or more, but less than, once a week.	
				c) One a week or more, but less than once a day.	• .
				_d) Once a day o r more,	
	, ,			e) Data insufficient for rating.	•
				f) Question not applicable.	
					1

MC:6		21.
₽ ····································	children work with bilingual/bicultural and/or multicultural	
	resource persons	
		9.
: /	a) Less than once a month.	
The Paris of the Control of the Cont	b) Once a month or more, but less than once a week.	p≱ f In
	c) Once a week or more, but less than once a day.	
	d). Once a day or more.	
	e) Data insufficient for rating.	
	f) Question not applicable.	4
MC:6	22. Most anglo Head Start children work with hillingual/hi-	
		22
	cultural and/or multicultural resource persons.	q
•	The state of the s	
	a) Less than once a month.	
7	b) Once a month or more, but less than once a week.	
e e e e e e e e e e e e e e e e e e e	c) Once a week or more, but less than once a day.	,
1	d) Once a day or more.	
3	e) Data insufficient for rating.	
	f) Question not applicable.	
MC:6	23. Most anglo elementary children work with bilingual/bi-	
	C	3
	cultural and/or multicultural resource persons	
	a) Less than once a month.	**
	b) Once a month or more, but less than once a week.	
pla	c) Once a week or more, but less than once a day.	
5. →	d) Once a day or more.	
	e) Data insufficient for rating.	,
-	f) Question not applicable.	
MC:7	24. What is the percentage of Head Start classrooms which	,
no:/	Ti and a second of the Millett	4
<i>₿</i>	contain bilingual/bicultural and/or multicultural materials	
	or have had bilingual/bicultural and/or multicultural	
•	classroom activities this year?	
· 4		> 1
	a) None or few (0-20%).	5
* .	b) Some (21-50%).	
	c) Most (51-80%).	
	d) Almost all or all (81-100%).	
•	e) Data insufficient for rating.	
•	f) Question not applicable.	•

iji.

7		FOR DAT
		PROCESS
		USE ONLY
MC:7	25. What is the percentage of elementary classrooms which	25.
	contain bilingual/bicultural and/or multicultural materials	
	or have had bilingual/bicultural and/or multicultural	in en información de la companya de La companya de la co
	classroom activities this year?	
	classicom activities mis year;	
	a) None or few (0-20%).	
	b) Some (21-50%).	
	s) Solite (21-30%). c) Most (51-80%).	
	d) Almost all or all (81-100%).	
	e) Pata insufficient for rating.	
	f) Question not applicable.	1
* · · · · · · · · · · · · · · · · · · ·		
MC:8	26. Most bilingual/bicultural and/or multicultural Head Start	26.
110:0	children work with bilingual bicultural and/or multi-	20
	cultural materials and activities.	4
	dutunal materials and activities.	
•	a) Less than once a month.	i
ø	b) Once a month or more, but less than once a week.	
-	c) Once a week or more, but less than once a dayd) Once a day or more.	
		-
	e) Data insufficient for rating. f) Question not applicable.	
	f) Question not applicable.	
MC:9 🥻	27. · Most bilingual/bicultural and/or multicultural elementary	27.
	children work with bilingual/bicultural and/or multi-	
	cultural materials and activities	
h	4	
,	a) Less than once a month.	
· · · · · · · · · · · · · · · · · · ·	b) Once a month or more, but less than once a week.	
ζ	c) Once a week or more, but less than once a day.	•
	d) Once a day or more.	
÷ ,	e) Data insufficient for rating.	
	f) Question not applicable.	•
·		
MC:10	28. Most anglo Head Start children work with bilingual/bi-	28.
	cultural and/or multicultural materials and activities	
♥.		
•	a) Less than once a month.	
	b) Once a month or more, but less than once a week.	
	c) Once a week or more, but less than once a day.	•
	d) Once a day or more.	
	e) Data insufficient for rating.	
i .	f) Question not applicable.	
	0 1	1

f', ·

MC:10	49. Most anglo <u>elementary children</u> work with bilingual/bi-	29.	
-	cultural and/or multicultural materials and activities		
· · · · ·			
	a) Less than once a month.	* .	
		1 .	•
			Ľ.
,	c). Once a week or more, but less than once a day.	(/	7
	d) Once a day or more.		
	e) Data insufficient for rating.		
	f) Question hot applicable.	•	
MC:18	30. According to the Head Start teachers interviewed have the	. _	
	In 9 - and -	30	
	bilingual/bicultural and/or multicultural classroom exper-		
	iences been effective in meeting the needs of bilingual/bi-		
	cultural and/or multicultural children in Head Start class.		
	rooms this year?	' <i>li:</i>	
٠. ي			
	a) Alacantication to 17. 16.		
	a) No activities took place in most classrooms.	·	
	b) The activities were ineffective.		
*	c), The activities were moderately effective.	•	
# 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	d)/ The activities were very effective.		
, , , , , , , , , , , , , , , , , , ,	e) Data insufficient for rating.	Į.	
_		· .	
•	f) \(\int \text{Question not applicable.} \)	*	
1.1		5	-
MC:18	31. According to the Head Start teachers interviewed, have the	31.	
	bilingual/bicultural and/or multicultural classroom exper-		
	iences been effective in meeting the needs of anglo children		
* .	in the Head Start classrooms this year?		
	, and record other classification with year?		
	A. A		
4	a) No activities took place in most classrooms.	:	
	b) The activities were ineffective.		
	c) The activities were moderately effective.		
	d) The activities were very effective.	-	
		•	
	f) Question not applicable.	•	
MC:18	32. According to elementary teachers interviewed, have the	32.	
	bilingual/bicultural and/or multicultural classroom expér-	~ ~~	
•	iences been effective in meeting the needs of bilingual/bi-		
	delices been effective in meeting the needs of bilingual/bi-		/
	cultural and/or multicultural children in the elementary	/	
	classrooms this year?		
	a) No activities took place in most classrooms.		
	b) The activities were ineffective.		
•			
		: 4 ₆	
	d) The activities were very effective.	•	
	e) Data insufficient for rating.		
	f) Question not applicable.		

33.

According to the elementary teachers interviewed, have 33. MC::18 the bilingual/bicultural and/or multicultural classroom experiences been effective in meeting the needs of anglo children in the elementary classrooms this year? No activities took place in most classrooms. b) The activities were ineffective. The activities were moderately effective. c) The activities were very effective. d) · e) Data insufficient for rating. Question not applicable. f).

SUBCOMPONENT: Bilingual/Bicultural and/or Multicultural Classroom Activities

Before continuing with your ratings of the multiple choice questions, we would like to get your impressions of the level of implementation of this subcomponent using an alternate technique. Based on everything you know about this site, how would you rate the level of implementation of this subcomponent with respect to the following dimensions: (Please explain any "not applicable or "uncodable" ratings)

PLEASE CIRCLE YOUR ANSWERS CLEARLY

1. Breadth of Implementation: Among those who could or should be involved in the implementation of this subcomponent, what is the extent of actual involvement?

none narrow moderate broad not applicable uncodable

2. Intensity of Implementation: Among those responsible for implementating this subcomponent, what is the level of attention, energy, or importance given to its implementation?

none low moderate high not applicable

uncodable

3. Effectiveness of Elements in Terms of Organizational Acceptance:
Among those affected by implementation of this subcomponent (i. e., parents, teachers, council members, etc., but not PDC staff) what level of satisfaction or approval has been shown?

none low moderate high not applicable uncodable

4. Overall Level of Implementation: Based on the above ratings and any other information you have, what is your general assessment of the overall implementation level of this factor?

none low moderate high not applicable uncodable

SUBCOMPONENT IV: BILINGUAL/BICULTURAL AND/OR MULTI-, CULTURAL PARENT INVOLVEMENT IN PDC

"Projects that include some bilingual-bicultural and/or multicultural children must solicit parent input concerning their long-range educational goals for their children with regard to language and cultural elements of the program. Every effort should be made to incorporate parent input into the ongoing program." (RE # 1)

"Projects which include some bilingual-bicultural and/or multicultural children must make available parent activities related to cultural dynamics, the values of their particular culture, and principles of multicultural education. Parents should be asked to serve as resources for such activities where appropriate." (RE # 5)

"Every effort should be made to include bilingual/bicultural and/or multicultural parents in all aspects of the PDC/program. This includes regular participation on the PDC Council and related activities, classroom activities, special parent activities, and those activities that stress continuity between home, Head Start, and school. Other bilingual or bicultural parents and staff should be used for outreach purposes to inform and encourage parents of the opportunities available for involvement. When necessary, an interpreter must be made available for parents who have difficulty understanding the English language. Also, PDC notices, newsletters, and other written materials should be made available in the second language." (RE # 6)

A. Multiple Choice Questions

MC:9
P1:12
A technique for soliciting input from bilingual/bicultural and/or multicultural parents concerning their long-range educational goals for their children with regard to language and/or cultural elements

a) Has not been implemented.
b) Has obtained input from less than 50% of the bilingual/

b) Has obtained input from less than 50% of the bilingual/bicultural and/or multicultural parents in the Head
Start program or from less than 50% of the bilingual/bicultural and/or multicultural parents in the elementary program.

c) Has obtained input from more than 50% of the bilingual/bicultural and/or multicultural parents in both the Head Start program and the elementary program, but from less than 80% of the parents in one program.

d) Has obtained input from more than 80% of the bilingual/bicultural and/or multicultural parents in both the Head Start and elementary programs.

e) Data insufficient for rating.

f) Question not applicable.

ric : 10	35. The use of bilingual/bicultural and/or multicultural staff	35
	and parents for outreach purposes to inform and encourage	
	bilingual/bicultural and/or multicultural parents of the	
	opportunities available for involvement	•
	obbotcommerca avantable for misots entering	
		فالإستان والمتالية
:	a) Havé not taken place	
	b) Has taken place, but less than 50% of the parents from	*
•	the Head Start program, or less than 50% of the parents	
1	from the elementary program have ever been contacted.	=
	c) Has taken place and more than 50% of the parents in	
· 👼 !	The state of the s	
	both the Head Start and elementary programs, but less	
-	than 80% of the parents have ever been contacted in	
	one of the two programs.	
,	d) Has taken place and more than 80% of the parents in both	
*	the Head Start and elementary programs have been	
	contacted.	•
	e) Data insufficient for rating.	¥
	f) Question not applicable.	
ė		
MC:11'	36. \ PDC notices, newsletters, and other written materials	36.
	a) Have not been distributed during this year.	
	c) Are available in the appropriate second language at the	· .
	Head Start level or elementary level, but not at both	٠.
	levels,	*
	d) Are available in the appropriate second language at both	
	the Head Start and elementary levels.	€.
•	e) Data insufficient for rating.	
. .	f) Question not applicable.	_
1C: 12		
10.12	37. When necessary, an interpreter capable of communicating	37.
	in the appropriate language of the child's family	1
	5 6 • • • • • • • • • • • • • • • • • • •	
	a) Has not been available at the Head Start or elementary	
	levels.	
	•	
	b) Has been available at the Head Start or elementary	
	level but not at both levels.	,
	c) Has been available at the Head Start and elementary	b
	levels, but staff have expressed a need for increased	
	availability of an interpreter.	•
; /	levels and staff have expressed satisfaction with the	*
ı	current level of availability of an interpreter.	
	e) Data insufficient for rating.	
	f) Question not applicable.	
•	- Lawrence	

MC:13	38. PDC activities for bilingual/bicultural and/or multicultural 38. Head Start parents focusing on cultural dynamics, the	_
1	values of their particular culture and principles of multi- cultural education	
	a) Has not aken place this year. b) Have taken place less than once every two months this	-
	year. c) Have taken place once every two months or more, but less than once a month this year.	
er e 🐔 e e e e e e e e e e e e e e e e e	d) Have taken place once a month or more this year. e) Data insufficient for rating.	
	f) Question not applicable.	
MC:13	39. PDC activities for bilingual/bicultural and/or multicultural 39. elementary parents focusing on cultural dynamics, the values of their particular culture and principles of multicultural education	
•		
	a) Have not taken place this year. b) Have taken place less than once every two months this year.	
	c) Have taken place once every two months or more, but less than once a month this year.	
	d) Have taken place once a month or more this yeare) Data insufficient for ratingf) Question not applicable.	
MC:13c	40. PDC activities for bilingual/bicultural and/or multicultural 40. parents focusing on cultural dynamics, the values of their particular culture and principles of multicultural education	_
	a) Have not been held during this year. b) Have been held during this year and parents have not served as resource persons for these activities.	
	c) Have been held this year and parents served as resource persons for these activities at the Head Start level or the elementary level, but not at both levels.	
	d) Have been held this year and parents have served as resource persons for these activities at both the Head Start and elementary levels.	
•	e) Data insufficient for rating.	

SR		41. W	hat ercentage of the parents w	ho are on the	PDC Council	41
	:	a.	nd regularly attended are biling	ual/bicultural	and/or multi	- *
	* *	C,	ultural?		*	1
				a a	. , jedi	
	-	a)	None or few (0-20%).	1 P		
		b).	Some (21-50%).			
		c)	Most (51-80%).		1.8	
,		d)	Almost all or all (81-100%).	-	1	
			Data insufficient for rating.			(,
		f)	Question not applicable.		*	
			4	•	<u>.</u>	\
MC:14		42. H	ow many <u>Head Start parents</u> atte	ended at least	one bi-	42.
	•	li	ngual/bicultural and/or multicul	ltural activity	this year?	
					, , , , , , , , , , , , , , , , , , ,	
		a)	None.		. 2	1
•	•	b)	Less than 10.	,	* (
;	•	c)	Between 10 and 25.			
	•	d)	More than 25.	•		4 3
1		e)	Data insufficient for rating.		Ĺ	
		f)	Question not applicable.	•	· · · · · · · · · · · · · · · · · · ·	
	•		sacation not applicable.	, e		
MC:14		43. H	many alamanta a			
110.17	w. ·	to. It	ow many elementary parents att	ended at least	one	43
		DI.	lingual/bicultural and/or multic	ultural activit	y this year?	7
	')	- \				1
25-	· .	a)	None.		•	
	-	p)	Less than 10.			
	,	<u>-c)</u>	Between 10 and 25.			•
•	· -	d)	More than 25.	•		
	_	e)	Data insufficient for rating.			
		f)_	Question not applicable.	,		4.
MC:15	·			and the state of t		the state of
MC:15	. 4	44. ,∕ Wi	nat percentage of <u>Head Start cla</u>	ssrooms had a	a bilingual/	44.
		, bio	ultural and/or multicultural par	rents observe	ror	
	-	vo	lunteer in the classroom at leas	t once a week	functioning	
		· as	a resource person?	-		
			· ·	**	. ;	
• . `	s	a)	None or few (0-20%).			
	_	b) .	Some (21-50%).			i de
		c)	Most (51-80%).			
	• 	d)	Almost all or all (81-100%).			
		e)	Data insufficient for rating.	*		` #
	-	<u> </u>	Question not applicable.			\$
			Sheamon not applicable.	•		. .
		h .	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \			

MC:15 45. What percentage of elementary	y classrooms had a bilingual/ 45	
bicultural and/or multicultural	l parent observer or volunteer	
in the classroom at least once	a week functioning as a	
resource person?		
a) None or few (0-20%).		
b) Some (21-50%).		
c) Most (51-80%).		
d) Almost all or all (81-100%).		
e) Data insufficient for rating.	0.1	
f) Question not applicable.		
<u> </u>		
MC:16 46. What percentage of paid teache	er aides, or associates at 46.	
the Head Start center who are		-
multicultural parents?	billing daily biodification and of	
is is		
a) None or few (0-20%).		
b) Some (21-50%).		
c) Most (51-80%).		
d) Almost all or all (81-100%).		
e) Data insufficient for rating.		
f) Question not applicable.		
Question not applicable.	e .	
MC:16 47. What is the percentage of paid	47	
· , · • • • •		_
at the elementary program who	o are bilingual/bicultural	•
and/or multicultural parents?	A Company of the Comp	
) News on four (0.2001)		
a) None or few (0-20%).		
b) Some (21-50%).		
c) Most (51-80%).		
d) Almost all or all (81-100%).		
e) Data insufficient for rating.	\mathcal{N}	
f) Question not applicable.		
MC:17 48. What is the percentage of biling		_
. multicultural <u>Head Start parent</u>		
classroom as observers or volu	unteers at lease once during	
the year?		
a) None or few (0-20%).	e.	
b) Some (21-50%).	o	
c) Most $(51-80\%)$.	•	
d) Almost all or all (81-100%).		
e) Data insufficient for rating.		
f) Question not applicable.		
, , , , , , , , , , , , , , , , , , , ,		

M	C	:	1	7

What is the percentage of bilingual/bicultural and/or multicultural elementary parents that have visited the classroom as observers or volunteers at least once during the year?

49.____

- _a) None or few (0-20%).
- b) Some (21-50%).
 - c) Most (51-80%).
- ___d) Almost all or all (81-100%).
- e) Data insufficient for rating.
- f) Question not applicable.

SUBCOMPONENT: Bilingual/Bicultural and/or Multicultural Parent Involvement in PDC

Before continuing with your ratings of the multiple choice questions, we would like to get your impressions of the level of implementation of this subcomponent using an alternate technique. Based on everything you know about this site, how would you rate the level of implementation of this subcomponent with respect to the following dimensions: (Please explain any "not applicable or "uncodable" ratings)

PLEASE CIRCLE YOUR ANSWERS CLEARLY

Breadth of Implementation: Among those who could or should be involved in the implementation of this subcomponent, what is the extent of actual involvement?

none narrow moderate broad not applicable uncodable

Intensity of Implementation: Among those responsible for implementating this subcomponent, what is the level of attention, energy, or importance given to its implementation?

none low moderate high , not applicable uncodable

3. Effectiveness of Elements in Terms of Organizational Acceptance:
Among those affected by implementation of this subcomponent (i.e., parents, teachers, council members, etc., but not PDC staff) what level of satisfaction or approval has been shown?

none low moderate high not applicable uncodable

4. Overall Level of Implementation: Based on the above ratings and any other information you have, what is your general assessment of the overall implementation level of this factor?

none low moderate high not applicable uncodable

IMPLEMENTATION RATING INSTRUMENT QUESTIONS FOR THE BILINGUAL/BICULTURAL COMPONENT (DEMONSTRATION PROGRAMS ONLY)

Please complete the following questions making your answer clearly so it will be easily distinguished as your assessment of the level of program implementation for this component.

SUBCOMPONENT I. COORDINATION OF SPECIAL SERVICES FOR BILINGUAL/BICULTURAL CHILDREN

"The Project Coordinator should be bilingual, knowledgeable in the field of bilingual-bi-cultural education, and knowledgeable in meeting the needs of the population to be served." (RE # 9)

"Staff must include a full or part-time person who is bilingual and trained in bilingual-bicultural education, responsible for coordination and implementation of the Education component, under the supervision of the Project Coordinator." (RE # 10)

A. Multiple Choice Questions

BLD:1 The project coordinator should be 1) bilingual, 2) knowledgeable in the field of bilingual education, and 3) knowledgeable in meeting the needs of the population to be served There was no project coordinator for a significant portion (more than three months) of the academic year. The project coordinator meets one of the above criteria. 'b) c) The project coordinator meets two of the above criteria. The project coordinator meets all three of the above d) criteria. Data insufficient for rating. e) f) Question not applicable.

BLD:2	2.	Responsibility for the coordination and implementation of the education component	2
		are education component	
•	a)	No effort has been made to coordinate the implementation of this component during the year.	, ·
•	b)	Was not assigned to a specific staff member(s) for a	
	,	significant portion (more than 3 months) of the academic year.	
	c)	Was assigned to a specific staff member(s) who is not trained in bilingual bicultural education.	
	d)	Was assigned to a specific staff member(s) who is trained in bilingual bicultural education.	
	e)	Data insufficient for rating. Question not applicable.	
	*		
BLD:3	3. A	A procedure for coordinating special services to meet the	3
ė .	, L	educational and special social-emotional needs of oilingual/bicultural children	
	a)	Has not been developed.	
	b)	Has been developed but is not operational at either the	•
		Head Start or elementary level.	
*	c)	.Has been developed and is operational at either the Head	
		Start or elementary level, but not both levels.	
	d)	Has been developed and is operational at both the Head	
		Start and elementary levels.	
	e)	Data insufficient for rating.	•
	f)	Question not applicable.	•
TI:18	4. A	ccording to Head Start teachers interviewed, have the	
	p:	rocedures for coordinating special services to meet the	4.
	ne	eeds of bilingual/bicultural children been effective?	#* I
4	a)	Procedures have not been developed, or they have no	
		knowledge of a bilingual/bicultural program.	
	b)	Procedures have been developed and are ineffective.	
	c)	Procedures have been developed and are moderately effective.	* •
	d)	Procedures have been developed and are very effective.	i
	<u>. e</u>)	Data insufficient for rating.	
	f)	Question not applicable.	
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	: (÷		ş F	*	
Ť1:18		p	ccording to eler rocedures for co eeds of bilingual	oordinating spec	cial services t	o meet the	5
,	•	, -\					
•		a)		ive not been dev i bilingual/bicul			
		b)	Procedures ha	ve been develor ve been develor	ed and are ine	effective.	
		d)	Procedures ha Data insufficie	ve been developent for rating.	ed and are ve	ry effective.	
<i>*</i> ,	•	f)	Question not a		. 1		
P1:14		· p :	ccording to Head rocedures for co	ordinating spec	ial services to	o meet the	6
	.9	o ne	eeds of bilingual	/bicultural chil	dren been effe	ctive?	
		a)	knowledge of a	ve not been dev bilingual/bicul	tural program		
\$ 6	, •	b)	Procedures ha Procedures ha effective.	ve been develop ve been develop	ed and are ine ed and are mo	effective. oderately	
		d)	Procedures ha	ve been develop	ed and are v er	ry effective.	
*		e) f)	Data insufficie Question not ap		V 5		
P1:14		pı	ccording to <u>elem</u> cocedures for co eeds of bilingual	ordinating spec	ial services to	meet the	7.
	•	a)	Procedures has	ve not been deve	eloped, or the	y have no	
\supset		b)	Procedures hav	bilingual/bicult ve been develop	ed and are ine	ffective.	`
· .		c)	Procedures have effective.	ve been develop	ed and are mo	derately	
	4	d) e)	Data insufficier	_	ed and are ver	y effective.	
*		f)	Question not ap	pplicable.	*		•

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SUBCOMPONENT: Coordination of Special Services For Bilingual/
Bicultural Children

Before continuing with your ratings of the multiple choice questions, we would like to get your impressions of the level of implementation of this subcomponent using an alternate technique. Based on everything you know about this site, how would you rate the level of implementation of this subcomponent with respect to the following dimensions: (Please explain any "not applicable or "uncodable" ratings)

PLEASE CIRCLE YOUR ANSWERS CLEARLY

1. Breadth of Implementation: Among those who could or should be involved in the implementation of this subcomponent, what is the extent of actual involvement?

none narrow moderate broad not applicable uncodable

2. <u>Intensity of Implementation:</u> Among those responsible for implementating this subcomponent, what is the level of attention, energy, or importance given to its implementation?

none low moderate high not applicable uncodable

3. Effectiveness of Elements in Terms of Organizational Acceptance:
Among those affected by implementation of this subcomponent (i.e., parents, teachers, council members, etc., but not PDC staff) what level of satisfaction or approval has been shown?

none low moderate high not applicable uncodable

4. Overall Level of Implementation: Based on the above ratings and any other information you have, what is your general assessment of the overall implementation level of this factor?

none low moderate high not applicable uncodable

SUBCOMPOÑENT II. STAFF TRAINING

"Projects must train Head Start and school staff, whether classroom, administrative, or support, to be sensitive to the special needs (language, acceptance of cultural values, building of self-concept) of bilingual or bicultural children. The staff must be trained to evaluate the children's progress on an individual basis and be able to help them progress at their own pace. Training should also include identification of resource persons and materials." (RE # 2)

Teachers must be familiar with methods of evaluating cognitive, language, and socialemotional progress of bilingual-bicultural children and be able to adapt those methods to their particular group of children. " (RE # 6)

Head Start and primary level staff must be trained in bilingual-bicultural instructional approaches. For example, in order to teach bilingual children to read in their primary language, primary level teachers must be taught specialized skills." (RE # 4)

Multiple Choice Questions

f)

BLD:4 8. Training activities to make Head Start staff sensitive to the needs of bilingual/bicultural children Have not taken place this academic year. Have taken place less than once every two months this academic year. Have taken place once every two months or more, but less than once a month this academic year. **d**). Have taken place once a month or more this academic year. e) · Data insufficient for rating. Question not applicable. f) BLD:4 9. Training activities to make elementary staff sensitive to the needs of bilingual/bicultural children a) Have not taken place this academic year. b) Have taken place less than once every two months this' academic year. Have taken place once every two months or more, but less than once a month this academic year. d) Have taken place once a month or more this academic year. Data insufficient for rating. e) Question not applicable.

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BLD:5	10. I	dentification of bilingual/bicultural resource persons for PDC Head Start and elementary staff this year	10
	;		.
	a)	Has not been planned.	1
*	b)	Has been planned, but has not taken place at the Head	
		Start or elementary level.	
	c)		
		Has taken place at the Head Start or elementary level, but not at both levels.	İ
	d)	Has taken place at both the Head Start and elementary	_
		levels.	,
	e)	Data insufficient for rating.	
	f)	Question not applicable.	,
		eggestion not appricable.	
BLD:5	11. Id	dentification of bilingual/bicultural materials for PDC	1.3
-		lead Start and elementary staff this year	11
	**	sear start and elementary starr tims year	
	a)	Has not been planned.	
	b)	Has been planned, but has not taken place at the Head	
		Start or elementary level.	
	c)	Has taken place at the Head Start or elementary level,	
		but not at both levels.	•
	d)	Has taken place at both the Head Start and elementary	
*		levels.	
	e)	Data insufficient for rating.	=
	f)	Question not applicable.	
		gastion not applicable.	
BLD:6	12. B	ased on the information available, what percentage of the	10
TI:19	. н	ead Start teachers are familiar with methods of evalu-	12
-		ing cognitive progress of bilingual/bicultural children	
z.		nd are able to adapt those methods to their particular	
1	a.	roup of children?	
	6*	oup of chadren:	
	a)	None or few (0-20%).	
	b)	Some (21-50%).	
6		Most (51-80%).	
•	d)	Almost all or all (81-100%).	1
-	e)	Data insufficient for rating.	1
	(f)	Question not applicable.	=
j.		24-0000 HOL applicable.	
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}

BLD:6 FI:19	13. Based on the information available, what percentage of of elementary teachers are familiar with methods of evaluating the cognitive progress of bilingual/bicultural children and are able to adapt those methods to their particular
x	group of children?
o r	a) None or few (0-20%). b) Some (21-50%). c) Most (51-80%). d) Almost all or all (81-100%). e) Data insufficient for rating. f) Question not applicable.
	Based on the information available, what percentage of of the Head Start teachers are familiar with methods of evaluating the linguistic progress of bilingual/bicultural children and are able to adapt those methods to their particular group of children?
	a) None or few (0-20%)b) Some (21-50%)c) Most (51-80%)d) Almost all or all (81-100%),e) Data insufficient for ratingf) Question not applicable.
L):6 1:19	Based on the information available, what percentage of elementary teachers are familiar with methods for evaluating the linguistic progress of bilingual/bicultural children and are able to adapt those methods to their particular group of children?
	a) None or few (0-20%). b) Some (21-50%). c) Most (51-80%). d) Almost all or all (81-100%). e) Data insufficient for rating. \ f) Question not applicable.

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BLD:6 T1:19	16. <u>F</u>	Based on the inform	ation available	e, what perce	ntate of	16.
	, a	lead Start teachers ting the <u>social-emo</u>	tional progres	s of bilingual	/bicultural	₹
	C C	hildren and are abl articular group of o	e to adapt thos	se methods to	their	
	a) b)	None or few (0-20 Some (21-50%).)%).			
,	c)	Most (51-80%).	/01 100d \ '	1 		. :
	·e)	Almost all or all Data insufficient i				
2	f)	Question not appli	cable.	•		
BLD:6 T1:19	17. B	ased on the informa	ation available	, what percer	ntage of	17
,	u	lementary teachers ating the <u>social-em</u>	otional progre	ss of bilingua	1/bicultural	
•	c.	hildren and are able articular group of c	e to adapt thos	e methods to	their	
				£		
	a)	None or few (0-20 Some (21-50%).	%).		ا الله الله الله الله الله الله الله ال	
	c)	Most (51-80%).	· · · · · · · · · · · · · · · · · · ·			
,	d) e)	Almost all or all o		. (·	•
1 -	f)	Question not appli	cable.			
[1:15j	18. A	ccording to Head St	art teachers i	nterviewed, h	as training	18
	to `at	r Head Start teache e the progress of b	rs been usefu ilingual/bicult	l in helping th ural children	em evalu-	
4	in in	dividual basis?				
	a)	Training activities	have not take	en place.		
ı	b) c)	Training has not b Training has been	een useful.	- ·		
	d)	Training has been	very useful.	serur.		
5	e) f)	Data insufficient for Question not applic				
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TI:15j	19. According to elementary teachers interviewed, has training for elementary teachers been useful in helping them evaluate the progress of bilingual/bicultural children on an individual basis?	19
	individual basis?	
	a) Training activities have not taken placeb) Training has not been usefulc) Training has been moderately usefuld) Training has been very usefule) Data insufficient for ratingf) Question not applicable.	, Ka
BLD:7	20. Training in specialized bilingual/bicultural teaching skills and instructional approaches (if c, language, reading, math, etc.)	20
	a) Has not been planned.	* .
	b) Has been planned, but has not taken place this year. c) Has taken place at the Head Start or elementary level but not at both levels.	1
	d) Has taken place at both the Head Start and elementary levels this year. e) Data insufficient for rating. f) Question not applicable.	
	f) Question not applicable.	
T1:15k	According to <u>Head Start teachers</u> interviewed, has training in specialized bilingual/bicultural teaching skills been useful to Head Start teachers in their day-to-day classroom activities?	21
	a) Training has not taken place.	
	b) Training has not been useful.	
. *	c) Training has been moderately useful.	
	d) Training has been very useful.	r
ē	e) Data insufficient for rating.	
	f) Question not applicable.	
(v		
T1:15k	According to <u>elementary teachers</u> interviewed, has training in specialized bilingual/bicultural teaching skills been useful to elementary teachers in their day-to-day classroom activities?	22
		•
	a) Training has not taken place. b) Training has not been useful. c) Training has been moderately useful. d) Training has been very useful. e) Data insufficient for rating. f) Question not applicable.	د ک
	\mathcal{E}_{0}	
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SUBCOMPONENT: Staff Training

Before continuing with your ratings of the multiple choice questions, we would like to get your impressions of the level of implementation of this subcomponent using an alternate technique. Based on everything you know about this site, how would you rate the level of implementation of this subcomponent with respect to the following dimensions: (Please explain any "not applicable or "uncodable" ratings)

PLEASE CIRCLE YOUR ANSWERS CLEARLY

Breadth of Implementation: Among those who could or should be involved in the implementation of this subcomponent, what is the extent of actual involvement?

none narrow moderate broad not applicable uncodable

2. <u>Intensity of Implementation:</u> Among those responsible for implementating this subcomponent, what is the level of attention, energy, or importance given to its implementation?

none low moderate high not applicable uncodable

3. Effect ness of Elements in Terms of Organizational Acceptance:
Among mose affected by implementation of this subcomponent (i.e., parents, teachers, council members, etc., but not PDC staff) what level of satisfaction or approval has been shown?

none low moderate high not applicable uncodable

4. Overall Level of Implementation: Based on the above ratings and any other information you have, what is your general assessment of the overall implementation level of this factor?

none low moderate high not applicable uncodable

SUBCOMPONENT III: BILINGUAL/BICULTURAL CLASSROOM ACTIVITIES

'Preschool and school must implement compatible philosophies regarding bilingual-bicultural education, learning, and approaches to teaching.

The curriculum approach chosen by the administration, staff, and parents must be consistent from Head Start through the third grades ." (RE # 1)

"Parents must be asked to serve as resource persons and to participate in activities related to the selected bilingual/bicultural approach. Use of bicultural and multicultural resources, materials, and activities must not be limited to use with bilingual or bicultural children. For example, materials and information on accomplishments of a particular ethnic or cultural group should be woven into the curriculum of all children in the program." (RE# 3)

"A bilingual-bicultural program must provide an opportunity for all children to become bilingual if desired by the family. Language instruction in both languages must be available at the different grade levels." (RE # 3)

"Whenever possible, a full-time teacher trained in bilingual education should be a member of the teaching staff in each classroom. Where this is not possible, arrangements must be made to share the skills of persons trained in bilingual education for all bilingual children in the project." (RE # 5)

A. Multiple Choice Questions

	•	•
BLD:8		The philosophies of the Head Start and elementary schools regarding bilingual/bicultural education, learning, and approaches to teaching
	a)	Were not articulated to the interviewers by the Head Start and/or elementary school staff.
	b)	
. ,	c) d)	Were articulated and were similar in some respects. Were articulated and were similar in most respects.
	e) f)	Data insufficient for rating. Question not applicable.

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•		1
BLD:9	24. The bilingual/bicultural curriculum	24
,		
	a) Is not operational	
	b) Is operational at the Head Start or elementary level,	
i i	but not at both levels.	•
* * * * * * * * * * * * * * * * * * *	c) Is operational at both the Head Start and elementary	
	levels, but the two curriculum approaches are not	
us vite in utilities vite vite vite vite vite vite vite vite	consistent.	
	d) Is operational at both the Head Start and elementary	
M	levels and the two curriculum approaches are consistent.	
	e) Data insufficient for rating.	j ·
	f) Question not applicable.	
BLD:10a	25 100-4 1-11	
, ,	25. What is the percentage of Head Start classrooms in which	25
	bilingual/bicultural resource persons have participated in	
	classroom activities this year?	
	None on for (0.200)	
	a) None or few (0-20%).	
•	b) Some (21-50%)	* ·
	c) Most (51-80%). d) Almost all or all (81-100%).	
1 × 1	e) Data insufficient for rating.	F1
	,f) Question not applicable.	
Ø		- -
BLD:10a	. 26. What is the percentage of elementary classrooms in which	26.
g gerine d Kanada	bilingual/bicultural resource persons have participated in	20
, ************************************	classroom activities this year?	u²
g or the second	Jacob Milo Villa	
	a). None or few (0-20%).	ه شیمان ویکی ویکیدند. * و
	b). Some (21-50%).	
	c) Most (51-80%).	• ′ .
	d) Almost all or all (81-100%).	
	e) Data insufficient for rating.	, to
e de la companya de la companya de la companya de la companya de la companya de la companya de la companya de	f) Question not applicable.	
*		
BLD:10b	. 27. Most bilingual/bicultural Head Start children work with	27
	bilingual/bicultural resource persons	
		£
	a) Less than once a month.	, k
	b) Once a month or more, but less than once a week.	
	c) Oncea week or more, but less than once a day.	
	d) Once a day or more.	
ting a specific	e) Data insufficient for rating.	E
 ♥ + 3 ½ * 	1 ft) Question not applicable	ŷ

BLD:10b	28. Most bilingual/bicultural elementary children work with	-28
	bilingual/bicultural resource persons	
		ı
. /	a) Less than once a month.	
•	b) Once a month or more, but less than once a week.	
	c) Once a week or more, but less than once a day.	
	d) Once a day or more.	
	e) Data insufficient for rating.	
. *	f) Question not applicable.	4
a territoria		
BLD:10b	29. Most anglo Head Start children work with bilingual/bi-	20
	cultural resource persons	29
*	cultural resource persons	
	a) I ace then ones a mouth	
	a) Less than once a month.	
	b) Once a month or more, but less than once a week.	
	c) Once a week or more, but less than once a day.	4
•	d) Once a day or more.	•
	e) Data insufficient for rating.	
	f) Question not applicable.	
		٠٠
BLD:10b · ''	30. Most anglo elementary children work with bilingual/bicul-	30.
	tural resource persons	
	a) Less than once a month.	
	b) Once a month or more, but less than once a week.	<i>y</i> :
1	c) Once a week or more, but less than once a day.	ر.
7	d) Once a day or more.	· }
	e) Data insufficient for rating.	چې د ۴ ژنس
	f) Question not applicable.	
BLD:11	31. What is the percentage of Head Start classrooms which	31.
,	bilingual/bicultural materials or have held bilingual/bi-	J.,
· ·	cultural classroom activities this year?	
**	y car.	1
	a) None or few (0-20%).	•
•	b) Some (21-50%):	
	c) Most (51-80%).	.*
•	d) Almost all or all (81-100%).	4
P		Ž.,
0	(e) Data insufficient for rating.	'·· 1
	f) Question not applicable.	
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t

RFD: 11	32. What is the percentage of elementary classrooms which	32
	contain bilingual/bicultural materials or have held bilingual	
•	bicultural classroom activities this year?	
		r.
	a) None or few (0-20%).	*
	b) Some (21-50%).	*
-	c) Most (51-80%).	
	d) Almost all or all (81-100%).	***
•	e) Data insufficient for rating.	
	f) Question not applicable.	
• • •		
BLD:11b	33. Most bilingual/bicultural Head Start children work with	33. [']
	bilingual/bicultural materials and activities	
. е.	a) Less than once a month.	
	b) *Once a month or more, but less than once a week.	
**	c) Once a week or more, but less than once a day.	
	d) Once a day or more.	
à ·		
•	f) Question not applicable.	
·DI N. 11L	34	*****
'BLD:116	34. Most bilingual/bicultural elementary children work with	³ #*
4	bilingual/bicultural materials and activities)
		1
	a) Less than once a month.	
<i>t</i>	by Once a month or more, but less than once a week.	
	c) Once a week or more, but less than once a day.	L
	d) Once a day or more.	₹**
	e) Data insufficient for rating.	
	Y) Question not applicable.	
D. D. 131		
BLD:11b	35. Most anglo Head Start children work with bilingual/bi-	35
	cultural materials and activities	
•	a) Less than once a month.	
	Once a month or more, but less than once a week.	*
•	c) Once a week or more, but less than once a day.	
1	d) Once a day or more.	
4	e) Datainsufficient for rating.	
•	f) Question not applicable.	
· · · · · · · · · · · · · · · · · · ·		
1 %		e2*35

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BLD:11b	36. Most anglo elementary children work with bilingual/	.36
	bicultural activities and materials	
	a) Less than once a month.	
•	b) Once a month or more, but less than once a week.	
	c) Once a week or more, but less than once a day.	
()	d) Once a day or more.	
er er unter uit vous van tant i T	e) Data insufficient for rating.	
	f) Question not applicable.	
BLD:12a	37. The bilingual/bicultural educational program provides	37
	an opportunity for all children to become bilingual if	
	desired by their family.	٠.
* 4	A bilingual educational program does not exist.	
	b) Exists, but it does not provide an opportunity for all	
	children to become bilingual if desired by their family.	
,	c) Exists and provides an opportunity for all children to	
	become bilingual if desired by their family at the Head	
	Start level or elementary level, but not at both levels.	
	d) Exists and provides an opportunity for all children to	
	become bilingual if desired by their family at both the	
	Head Start and elementary levels.	
, 6	e) Data insufficient for rating.	
· · · · · · · · · · · · · · · · · · ·	f) Question not applicable.	
BLD:12b	38. Language instruction in both languages	38
	a) Is not available.	•
i	b) Is available at the Head Start level or elementary level,	,
. .	but not at both levels.	
	c) Is available at the Head Start level and elementary level,	
	but not in all grades at the elementary level.	d _a
`.',	d) Is available at the Head Start level and elementary level	
	in all grades.	
y	e) Data insufficient for rating.	ż
, , , , , , ,	f) Question not applicable.	
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TI:18	39. According to Head Start teachers interviewed, have the	39
	bilingual/bicultural classroom activities been effective in	
	meeting the needs of bilingual/bicultural children in Head	
-	Start classrooms this year?	•
	a) No activities took place in most classrooms.	
	b) The activities were ineffective.	••
	c) The activities were moderately effective.	•
	d) The activities were very effective.	
	e) Data insufficient for rating.	
	f) Question not applicable.	•
TI:18		
17.10	40. According to Head Start teachers interviewed, have the	40
	bilingual/bicultural classroom activities been effective in	
	meeting the needs of anglo children in the Head Start class-	-
•	rooms this year?	- •
		28.0
٠	a) No activities took place in most classrooms.	
	b) The activities were ineffective.	
	c) The activities were moderately effective.	•
•	d) The activities were very effective.	
.1	e) Data insufficient for rating.	
	f) Question not applicable.	* .
T1.10		
T1:18	41. According to elementary teachers interviewed, have the	41
	bilingual/billural classroom activities been effective in	
	meeting the needs of bilingual/bicultural children in the	\
	elementary classrooms this year?	1
	a) No activities took place in most classrooms.	•
•	b) The activities were ineffective.	
i _g	c) The activities were mederately effective.	
	d) The activities were very effective.	
	e) Data insufficient for rating.	2
ن ،	f) Question not applicable.	
	1) * szacottott not applicable.	
T1:18	42. According to the elementary teachers interviewed, have the	42.
	bilingual/bicultural classroom activities been effective in	
	meeting the needs of anglo children in the elementary class-	
.	rooms this year?	
	/	
•	a) No activities took place in most classrooms.	
	b) The activities were ineffective.	· .
	c) The activities were moderately effective.	
	d) The activities were very effective.	
	e) Data insufficient for rating.	•
	f) Question not applicable.	
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ĬC.	/	, "
ovided by ERIC	\mathcal{I}	1

SUBCOMPONENT: Bilingual/Bicultural Classroom Activities

Before continuing with your ratings of the multiple choice questions, we would like to get your impressions of the level of implementation of this subcomponent using an alternate technique. Based on everything you know about this site, how would you rate the level of implementation of this subcomponent with respect to the following dimensions: (Please explain any "not applicable or "uncodable" ratings)

PLEASE CIRCLE YOUR ANSWERS CLEARLY

Breadth of Implementation: Among those who could or should be involved in the implementation of this subcomponent, what is the extent of actual involvement?

none narrow moderate broad not applicable uncodable

2. <u>Intensity of Implementation:</u> Among those responsible for implementating this subcomponent, what is the level of attention, energy, or importance given to its implementation?

none low moderate high not applicable uncodable

3. Effectiveness of Elements in Terms of Organizational Acceptance:
Among those affected by implementation of this subcomponent (i. e., parents, teachers, council members, etc., but not PDC staff) what level of satisfaction or approval has been shown?

none low moderate high not applicable uncodable

4. Overall Level of Implementation: Based on the above ratings and any other information you have, what is your general assessment of the overall implementation level of this factor?

none low moderate high not applicable uncodable

SUBCOMPONENT IV: BILINGUAL/BICULTURAL PARENT INVOLVEMENT IN PDC

"Parents of bilingual-bicultural children must be encouraged to participate in all aspects of school activities. Parents must also be assisted in understanding the advantages of bilingual-bicultural education and must be involved in the selection of the specific bilingual-bicultural approach to be used in their site." (RE # 7)

"Every effort should be made to include bilingual or bicultural parents in all aspects of school activities. This includes regular participation on the PDC Council and related committees, and participation in classroom activities, special parent activities, and those activities that stress continuity between home, Head Start, and school. Other bilingual-bicultural parents and staff should be used for outreach purposes to inform and encourage parents of the opportunities available for involvement. When necessary, an interpreter must be made available for parents who have difficulty in understanding the English language. Also, PDC notices, newsletters, and other written materials should be available in the second language." (RE #11)

A. Multiple Choice Questions

BLD:13a

	*	u	nderstanding the advantages of bilingual/bicultural educa-
	,	a) b)	Has not been implemented this year.
			Has been implemented, but less than 50% of the parents from the Head Start program, or less than 50% of the
•	/		parents from the elementary program have been involved.
	. (c)	Has been implemented and more than 50% of the parents
	•		from the Head Start program and the elementary program
			but less than 80% of the parents in one program have
			been involved.
		d)	Have taken place and more than 80% of the parents in
	٠	•	both the Head Start program and the elementary program
	ī		have been involved.
		e)	Dat insufficient for rating.
OK.	٠	f .)	Question not applicable.

*	and the control of th
BLD:14	44. How many Head Start parents were involved in the
	, selection of the specific bilingual/bicultural educational
. J	approach used at their site?
#	
	a) None or no educational approach has been implemented.
	b) Less than 5.
	c) Between 5 and 20.
	d) More than 20.
	e) Data insufficient for rating.
r r	f) Question not applicable.
•	
BLD:14	45. How many elementary parents were involved in the selection
	of the specific bilingual/bicultural educational approach
;	used at their site?
	a) None or no educational approach has been implemented.
: :	b) Less than 5.
	c) Between 5 and 20.
•	d) More than 20.
	e) Data insufficient for rating.
	f) Question not applicable.
BLD:15	46. What percentage of the parents who are on the PDC Council
	1 - B F F
	and regularly attended are bilingual/bicultural and/or multicultural?
	inditiculturas;
	2) None or fam (0, 200)
4	a) None or few (0-20%). b) Some (21-50%).
	c) Most (51-80%).
,	d) Almost all or all (81-100%).
	e) Data insufficient for rating.
,	f) Question not applicable.
- · · · · · · · · · · · · · · · · · · ·	47
BLD:16	47. What is the percentage of paid teacher aides, or associates
•	at the Head Start center who are bilingual/bicultural
	parents?
	a) None or few (0-20%).
	b) Some (21-50%).
	c) Most (51-80%).
	d) Almost all or all (81-100%).
	o) Data insufficient for rating.
	f) Question not applicable.

45.

BLD:17	52 Based on the information available, bilingual/bicultural parents are in most <u>elementary classrooms</u>	52
•	a) Less than once a month.	
-	b) Once a month or more, but less than once a week.	1
	c) Once a week or more, but less than once a day.	· ·
	d) Once a day or more.	/
	e) Data insufficient for rating.	
	f) Question not applicable.	
BLD:18	53. Bilingual/bicultural activities for Head Start parents	53
	a) Have not been planned this year.	
	b) Have been planned, but have not taken place this year.	
•	c) Have taken place less than once every two months this year.	
ŧ	d) Have taken place at least once every two months this	
	year.	. *
	e) Data insufficient for rating.	
	f) Question not applicable.	
•		
BLD:18	54. Bilingual/bicultural activities for elementary parents	54
	a) Have not been planned this year.	•
	b) Have been planned, but have not taken place this year.	
ę.	c) Have taken place less than once every two months this	
	year. (
	d) Have taken place at least once every two months this	
	year.	
•	e) Data insufficient for rating.	•
	f) Question not applicable.	
BLD:18	55. How many Head Start parents attended at least one bilingual	·55 .
	/bicultural and/or multicultural parent activity this year?	
•		
	a) None.	
· · · · · · · · · · · · · · · · · · ·	b) Less than 10	
	c) Between 10 and 25.	
1	d) More than 25.	***
,	e) Data insufficient for rating.	
	f). Question not applicable.	

		·
BLD:21	59. W	Then necessary, an interpreter capable of communicating the appropriate language of the child's family
	a)	Has not been available at the Head Start or elementary levels.
	b)	Has been available at the Head Start or elementary level but not at both levels.
	c)	Has been available at the Head Start and elementary levels, but staff have expressed a need for increased
	d)	availability of an interpreter. Has been available at the Head Start and elementary levels and staff have expressed satisfaction with the
5	e)	current level of availability of an interpreter. Data insufficient for rating.
d	f)	Question not applicable.

SUBCOMPONENT: , Bilingual/Bicultural Parent Involvement in PDC

Before continuing with your ratings of the multiple choice questions, we would like to get your impressions of the level of implementation of this subcomponent using an alternate technique. Based on everything you know about this site, how would you rate the level of implementation of this subcomponent with respect to the following dimensions: (Please explain any "not applicable or "uncodable" ratings)

PLEASE CIRCLE YOUR ANSWERS CLEARLY

Breadth of Implementation: Among those who could or should be involved in the implementation of this subcomponent, what is the extent of actual involvement?

none narrow \ moderate broad not applicable uncodable

2. <u>Intensity of Implementation:</u> Among those responsible for implementating this subcomponent, what is the level of attention, energy, or importance given to its implementation?

none low moderate high not applicable uncodable

Effectiveness of Elements in Terms of Organizational Acceptance:
Among those affected by implementation of this subcomponent (i.e.,
parents, teachers, council members, etc., but not PDC staff) what
level of satisfaction or approval has been shown?

none low moderate high not applicable uncodable

4. Overall Level of Implementation: Based on the above ratings and any other information you have, what is your general assessment of the overall implementation level of this factor?

none low moderate high not applicable uncodable

IMPLEMENTATION RATING INSTRUMENT QUESTIONS FOR THE HANDICAPPED COMPONENT

Please complete the following questions marking your answer clearly so it will be easily distinguished as your assessment of the level of program implementation for this component.

SUBCOMPONENT I. DEVELOPMENT OF A COORDINATED PROGRAM OF SERVICES FOR HANDICAPPED CHILDREN.

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"Responsibility for implementation of this component must be assigned to one person." (RE #8)

"Provision must be made for the coordination of programs and services for handicapped children. These services must be provided within the context of the regular Head Start/preschool and school programs, with appropriate special services made available." (BP #1)

"An annual survey must be conducted to determine the number of handicapped children to be served and the kinds of services that will be required. Community resources and other sources of funding must then be identified and steps taken to provide the necessary services for the children." (RE #3)

A. Multiple Choice Questions

1. Responsibility for the coordination and implementation of the handicapped component

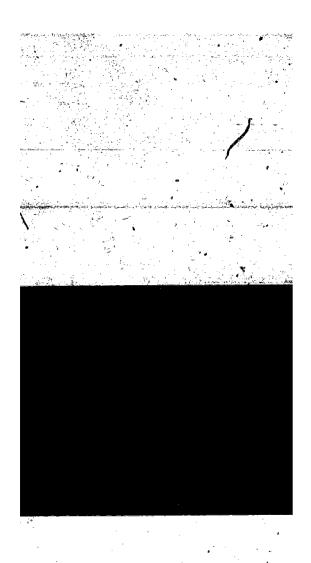
th	e handicapped component
a)	No effort has been made to coordinate the implementa-
, , , , ,	tion of this component during the year.
p)	Was not assigned to specific staff member(s) for a
	significant portion (more than 3 months) of the
u .	academic year.
c)	.Was assigned to specific staff member(s) who took
	responsibility for some of the implementation
	activities in this component.
d)	Was assigned to specific staff member(s) who took
•	responsibility for all of the implementation
	activities in this component.
e)	Data insufficient for rating.
-f)	Question not applicable.

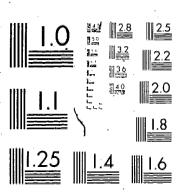
H:1

H:2	2. A procedure for coordinating the PDC program of services
11,4	for handicapped children from Head Start to third grade.
	a) Has not been planned.
	b) Has been planned but has not been implemented at either
4 -	the Head Start level or the elementary level.
	(c) Has been implemented at the Head Start level or the
	elementary level, but not at both levels.
	d) Has been implemented at both the Head Start and
	elementary levels.
	e) Data insufficient for rating.
2.	f) Question not applicable.
<u> </u>	
T1:16	3. Based on the information available, most of the Head Start
	teachers believe the PDC procedure for coordinating the
	program of services to handicapped children.
	a) Has not been developed and/or they have no knowledge of
	a program of services for handicapped children.
· · · · · · · ·	b) Has been developed, but was ineffective.
	c) Has been developed and was moderately effective.
	d) Has been developed and was very effective.
· · · · · · · · · · · · · · · · · · ·	e) Data insufficient for rating.
	f) Question not applicable.
T1.36	
TI:16	4. Based on the information available, most of the elementary
	school teachers believe the PDC, procedure for coordinating
	the program of services to handicapped children.
a market in 1941 min	The control of the co
	a) Has not been developed and/or they have no knowledge of
	a program of services for handicapped children.
* ************************************	b) Has been developed but was ineffective.
6 "	c) Has been developed and was moderately effective.
	d) Has been developed and was very effective.
	e) Data insufficient for rating.
	f) Question not applicable.
	vi-

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U.F	and the second s	5
H:5 5.		
÷ įį įr ∗	children to be served and the kinds of services required for	
1	the 1976-77 school year.	
	a) Has not been planned.	
	The state of the s	
• -	b) Has been planned but has not been conducted at either the Head Start or elementary levels.	
	The state of the s	4
\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	elementary level, , but not at both levels.	
1	d) Has been conducted at both the Head Start and elementary	-
<i></i>	levels.	-
,	e) Data insufficient for rating.	
· · · · · · · · · · · · · · · · · · ·	f) Question not applicable.	
\$		
H:15d 6.	Community resources and other sources of funding to meet the	6
	needs of handicapped or learning disabled Head Start children.	1
	a) Have not been identified.	-
· · · · · · · · · · · · · · · · · · ·	b) Have not been obtained to meet the children's needs.	
	c) Have been obtained to meet some of the children's needs.	*
	d) Have been obtained to meet almost all of the children's needs.	
	e) Data insufficient for rating.	
	f) Question not applicable.	· · · -
1:15d 7.		7
	needs of handicapped on learning disabled elementary children.	
e de la companya de l		
· · · · · · · · · · · · · · · · · · ·	a) Have not been identified.	'.
	b) Have not been obtained to meet the children's needs.	
	c) Have been obtained to meet some of the children's needs.	
/	d) Have been obtained to meet almost all of the children's needs	÷ .:
,	e) Data insufficient for rating.	
•	f) Question not applicable.	





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SUBCOMPONENT: Development of a Coordinated Program of Services for Handicapped Children

Before continuing with your ratings of the multiple choice questions, we would like to get your impressions of the level of implementation of this subcomponent using an alternate technique. Based on everything you know about this site, how would you rate the level of implementation of this subcomponent with respect to the following dimensions: (Please explain any "not applicable or "uncodable" ratings)

PLEASE CIRCLE YOUR ANSWERS CLEARLY

1. Breadth of Implementation: Among those who could or should be involved in the implementation of this subcomponent, what is the extent of actual involvement?

none narrow moderate broad not applicable uncodable

2. <u>Intensity of Implementation:</u> Among those responsible for implementating this subcomponent, what is the level of attention, energy, or importance given to its implementation?

none low moderate high not applicable, uncodable

3. Effectiveness of Elements in Terms of Organizational Acceptance: Among those affected by implementation of this subcomponent (i.e., parents, teachers, council members, etc., but not PDC staff) what level of satisfaction or approval has been shown?

none low moderate high not applicable uncodable

4. Overall Level of Implementation: Based on the above ratings and any other information you have, what is your general assessment of the overall implementation level of this factor?'

none low moderate high not applicable uncodable

SUBCOMPONENT II. PROGRAM SERVICES FOR HANDICAPPED CHILDREN.

"Handicapped children should be integrated into the regular classroom program to the maximum extent possible. The handicapped child should be based and receive services and assistance in a regular classroom although he may leave the classroom on a regularly-scheduled basis to receive specialized services as appropriate." (RE #1)

"... previous teachers should be included in planning an effective curriculum geared to the child's abilities." (RE #5)

"Provisions must be made for early diagnosis and evaluation of children with learning disabilities, especially in the area of reading." (RE #2)

"Special materials, structural changes, or classroom reorganization must be provided as appropriate for accomodating handicapped children." (RE #7)

Multiple Choice Questions

8. A program of services for handicapped children

a) Has not been implemented during the year.

b) Has been implemented, but handicapped children are not based in regular classroom settings at the Head Start level or the elementary level.

based in regular classroom settings at the Head

Start or elementary program, but not at both/levels.

- d) Has been implemented and handicapped children are based in regular classroom settings at both the Head Start and elementary levels.
- e) Data insufficient for rating.
- ___f) Question not applicable.

9. /Almost all of the handicapped children in the Head Start program

___a) A program of services for handicapped children has not been implemented during the year.

b) Are not based in regular classroom/settings and receive no services or assistance in conjunction with other children who are not handicapped.

c) Are not based in regular classroom settings, but receive some services and assistance in conjunction—with children who are not handicapped.

d) Are based in the regular classroom settings and receive some services and assistance in conjunction with children who are not handicapped.

e) Data insufficient for rating.

f) Question not applicable.

ERIC

H:4,5,6	10. Almost all of the handicapped children in the elementary school program	10
	a) A program of services for handicapped children has	
the Market of the Control	not been implemented during the year.	
n en de de de de de de de de de de de de de	b) Are not based in regular classroom settings and	
	receive no services or assistance in conjunction with	
Strategy in the second	other children who are not handicapped.	٠
	c) Are not based in regular classroom settings, but.	e j
	receive some services and assistance in conjunction	
* =	with children who are not handicapped.	• •
· = +	d) Are based in regular classroom settings and receive	
	some services and assistance in conjunction with	
	children who are not handicapped.	
r	e) Data insufficient for rating.	
	f) Question not applicable.	٠, '
		- ,
H:7	. 11. Input from handicapped children's previous teachers in	11.
, -	planning an effective curriculum geared to the children's	
	abilities	
		a 'e
	a) Has been obtained for none or few $(0-20\%)$ of the	
	children.	
	b) Has been obtained for some (21-50%) of the children.	z:
	c) Has been obtained for most (51-80%) of the children.	
	d) Has been obtained for all or almost all (81-100%) of the	
	children.	,
	e) Data insufficient for rating.	1, h
,,	f) Question not applicable.	
· . 8	12. Special materials appropriate for accommodating handi-	12
	capped children within the regular classroom setting	, .
		
	a) Have not been identified.	
*	b) Have been identified, but are not available at either the	
**	Head Start or elementary levels.	
•	c) Have been identified and are available at the Head	
	Start level or the elementary level but not at	,
	both levels.	
	d) Have been identified and are available at both the	
	Head Start and elementary levels.	а
1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -	e) Data insufficient for rating.	
4	f) Question not applicable.	
· · · · · · · · · · · · · · · · · · ·		:
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H:9	13. Needs for structural changes and/or classroom
Α	reorganization (as appropriate) for accommodating
	handicapped children within the regular classroom setting
4	
	a) Have not been identified.
	b) # Have been identified but changes have not taken place
	at either the Head Start or elementary levels.
₹ .	
	the Head Start level or the elementary level,
	but not at both levels.
Ēr	d) Have been identified and changes have taken place at
	both the Head Start and elementary levels.
v	e) _Data insufficient for rating.
1 *	f) Question not applicable.
•	
H:10	14. Provisions for early diagnosis and evaluation of children
T1:17	with learning disabilities, especially in the area of
	reading
	Todam's
	a) Have not been made.
	b) Have been made, but have not been carried out at
	either the Head Start or elementary levels.
	c) Have been made and have been carried out at either
	the Head Start level or elementary level, but
	not at both levels.
• •	d) Have been carried out at both the Head Start and
	elementary levels.
	e) Data insufficient for rating.
• * .	f) Question not applicable.
r.	The state of the s

SUBCOMPONENT: Program Services for Handicapped Children

Before continuing with your ratings of the multiple choice questions, we would like to get your impressions of the level of implementation of this subcomponent using an alternate technique. Based on everything you know about this site, how would you rate the level of implementation of this subcomponent with respect to the following dimensions: (Please explain any "not applicable or "uncodable" ratings)

PLEASE CIRCLE YOUR ANSWERS CLEARLY

Breadth of Implementation: Among those who could or should be involved in the implementation of this subcomponent, what is the extent of actual involvement?

none narrow moderate, broad not applicable uncodable

2. <u>Intensity of Implementation:</u> Among those responsible for implementating this subcomponent, what is the level of attention, energy, or importance given to its implementation?

none low moderate high not applicable uncodable

3. Effectiveness of Elements in Terms of Organizational Acceptance:
Among those affected by implementation of this subcomponent (i.e., parents, teachers, council members, etc., but not PDC staff) what level of satisfaction or approval has been shown?

none low moderate high not applicable / uncodable

4. Overall Level of Implementation: Based on the above ratings and any other information you have, what is your general assessment of the overall implementation level of this factor?

none low moderate high not applicable uncodable



16

SUBCOMPONENT III. TRAINING ACTIVITIES FOR STAFF AND VOLUN-TEERS WORKING WITH HANDICAPPED CHILDREN.

"Classroom staff and volunteers must receive training in the skills needes to provide special individualized help to handicapped children. Training should provide background information on particular handicapping conditions. It should also provide classroom staff or volunteers with knowledge of any special technicques helpful in working with the children as well as the use of specialized materials."

"Local agencies and private physicians and therapists should be encouraged to participate in these sessions.

٨	Modelinia	Chaica	Questions
Α.	Multiple	Choice	Areamons

	Ą.	Multiple Choice Questions
H:lla		15. Training activities this academic year to provide classroom staff and volunteers with skills needed to provide special individualized help to handicapped children
	•	a) Have not been planned.
		b) Have been planned but have not taken place at the Head
		Start level or the elementary level.
÷ ,	# '	c) Have been planned and have taken place at the Head
		Start or elementary level, but not at both levels.
	•	d) Have been planned and have taken place at both the
	•	Head Start and elementary levels.
		e) Data insufficient for rating.
		f) Question not applicable.
н:11Ь		16. Training activities this academic year to provide Head Start classroom staff and volunteers with skills needed to provide special individualized help to handicapped children must include 1) background information on particular handicapping conditions, 12) knowledge of special techniques helpful in working with handicapped children, and 3) the use of specialized materials.
•		
		a) Training activities for Head Start classroom staff and volunteers have not taken place. b) Training activities included one of the above.
*		c) Training activities included two of the above.
		d) Training activities included all three of the above.
		e) Data insufficient for rating.
· 230 ·		f) Question not applicable.

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H:11b	17.		17
		elementary school classroom staff and volunteers with	
•		skills needed to provide special individualized help to	
		handicapped children must include 1) background informa-	
	4 .	tion on particular handicapping conditions, 2) knowledge of	
		special techniques helpful in working with handicapped	Ť
		children, and 3) the use of specialized materials.	1
*			
		a) Training activities for elementary school classroom	
•		staff and volunteers have not taken place.	
· · · · · · · · · · · · · · · · · · ·		b) Training activities included one of the above.	
	1.	c) Training activities included two of the above.	
		d) Training activities included all three of the above.	
		e) Data insufficient for rating.	1
		f) Question not applicable.	•
			•
H:11d	18.	Approximately what percentage of Head Start teachers	18
SR		attended at least one training session focusing on working	
	-	with handicapped children this academic year.	
	•		
* '		a) Training in working with handicapped children did not	
A .		take place, or none or few (0-20%) of the teachers	
	,	attended.	1,
No.		b) Some (21-50%) of the teachers attended.	
		c) Most (51-80%) of the teachers attended.	
		d) All or almost all (81-100%) of the teachers attended.	
•		e) Data insufficient for rating.	1
		f) Question not applicable.	
			: =' ' .
H:11d	19.	Approximately what percentage of elementary teachers.	19
ŞR	N'	attended at least one training session focusing on working	
)	with handicapped children since this academic year	1'
, ,			
	<u>.</u> ,	a) Training in working with handicapped children did not	
		take place, or none or few (0-20%) of the teachers	
. •	•	attended.	ļ
,		b) Some (21-50%) of the teachers attended.	
· •		c) Most (51-80%) of the teachers attended.	
		d) All or almost all (81-100%) of the teachers attended:	1
		e) Data insufficient for rating.	
, •		f) Question not applicable.	
			,

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H:12	20. Encouragement of local agencies, private physicians and therapists to participate in training sessions
	a) Has not occurred.
	b) Has occurred, but representatives from these groups have not yet participated in training sessions at
	either the Head Start or elementary levels.
*	c) Has occurred and representatives from these groups
•	have participated in training sessions at the Head
	Start or elementary level, but not at both levels.
)	d) Has occurred and representatives from these groups
	have participated in training sessions at both the
ř	Head Start and elementary Nevels.
	e) Data insufficient for rating.
,	f) Question not applicable.
T1:15f	21. According to Head Start teachers interviewed, has training
> .	in meeting the needs of handicapped children been useful
	to Head Start teachers in their day-to-day activities
	a) Training has not taken place or less than 50% attended.
	b) Training has not been useful.
,	c) Training has been moderately useful.
	d) Training has been very useful.
· · · · · · · · · · · · · · · · · · ·	e) Data insufficient for rating.
4.4	f) Question not applicable.
T1:15f	22. According to elementary teachers interviewed, has training
	in meeting the needs of handicapped children been useful to
•	elementary teachers in the day-to-day classroom
	activities
1.	
	a) Training has not taken place or less than 50% attended.
	b) Training has not been useful.
	c) Training has been moderately useful.
**	d) Training has been very useful.
	e) Data insufficient for rating.
* '	f) Question not applicable.
- E	The state of the s
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SUBCOMPONENT: Training Activities for Staff and Volunteers Working With Handicapped Children

Before continuing with your ratings of the multiple choice questions, we would like to get your impressions of the level of implementation of this subcomponent using an alternate technique. Based on everything you know about this site, how would you rate the level of implementation of this subcomponent with respect to the following dimensions: (Please explain any "not applicable or "uncodable" ratings)

PLEASE CIRCLE YOUR ANSWERS CLEARLY

Breadth of Implementation: Among those who could or should be involved in the implementation of this subcomponent, what is the extent of actual involvement?

none narrow moderate broad not applicable uncodable

2. Intensity of Implementation: Among those responsible for implementating this subcomponent, what is the level of attention, energy, or importance given to its implementation?

none low moderate high not applicable uncodable

Among those affected by implementation of this subcomponent (i.e., parents, teachers, council members, etc., but not PDC staff) what level of satisfaction or approval has been shown?



none low moderate high not applicable uncodable

Overall Level of Implementation: Based on the above ratings and any other information you have, what is your general assessment of the overall implementation level of this factor?

none low moderate high not applicable uncodable

SUBCOMPONENT IV. PARENT INVOLVEMENT IN THE PROGRAM OF SERVICES FOR HANDICAPPED CHILDREN.

"Parents should be included in planning an effective curriculum geared to the child's abilities. Parents should be encouraged to visit the classroom to observe and to offer suggestions based on their own experiences with their handicapped child."

'Special training or support must be made available to the parents of handicapped children in order to help them identify their needs and steer them to available community resources. This should include group discussions and information exchanges that will help to relieve the parents' isolation, assure them that other families have similar problems and steer them to available community resources. Local voluntary agencies, departments of health and social services, and school district personnel should be mobilized to plan and conduct these sessions."

		-	
Α.	Multiple	Choice	Questions

44.	Widtiple Glores & destions
1:1′3	23. Input from parents of handicapped Head Start children in planning an effective curriculum geared to the child's abilities
	a) Has been obtained from none or few (0-20%) of the parents. b) Has been obtained from some (21-50%) of the parents. c) Has been obtained from most (51-80%) of the parents. d) Has been obtained from all or almost all (81-100%) of the parents. e) Data insufficient for rating. f) Question not applicable.
1:13	24. Input from parents of handicapped elementary children in planning an effective curriculum geared to the child's abilities
	a) Has been obtained from none or few (0-20%) of the parents. b) Has been obtained from some (21-50%) of the parents. c) Has been obtained from most (51-80%) of the parents. d) Has been obtained from all or almost all (81-100%) of the parents. e) Data insufficient for rating. f) Question not applicable.

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H:14	25. Have parents of handicapped Head Start children visited	25.
· · · · · · · · · · · · · · · · · · ·	the classroom this year to observe and offer suggestions	
	based on their own experiences with their handicapped	,,
	children	_
	None or few (0-20%) of the parents visited the	
	classroom.	
, I	b) Some (21-50%) of the parents visited the classroom.	1.
at at	c) Most (51-80%) of the parents visited the classroom.	
	d) All or almost all (81-100%) of the parents visited the	Í .
	classroom.	
	e) Data insufficient for rating. f) Question not applicable.	
	f) Question not applicable.	
u. 1 <i>1</i> ,	2/ **	-
H:14	26. Have parents of handicapped elementary children visited the	26,
>	classroom this year to observe and offer suggestions based	
	on their own experiences with their handicapped children	1
•	a) None or few (0-20%) of the parents visited the	
	classroom.	1
•	b) Some (21-50%) of the parents visited the classroom.	
1	c) Most (51-80%) of the parents visited the classroom.	İ .
*	d) All or almost all (81-100%) of the parents visited the	
i ș	classroom.	
•	e) Data insufficient for rating.	ļ ·
	f) Question not applicable	1
u.1e		
H:15	27. Special training or support for parents of handicapped	27.
	children to help them identify their needs and steer them	-
,	to available community resources	
·	a) Has not been planned.	
	b) Has been planned, but has not taken place at either the	·-=-
V. 2	Head Start or elementary levels.	
	c) Has been planned and has taken place at the Head	1
•	Start or elementary programs, but not at both levels.	
• .	d) Has been planned and has taken place at both the Head	
	Start and elementary levels.	
* · · · · · · · · · · · · · · · · · · ·	e) Data insufficient for rating.	
	f) Question not applicable.	
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28.

29.

•	
H:15	28. What percentage of parents of handicapped Head Start children were involved in training activities or received
•	support to help them identify their not ds and steer them
	to available community resources
. 7 %	
	a) None or few (0-20%)
	b) Some (21-50%)
	c) Most (51-80%)
	d) Almost all or all (81-100%)
, s H	e) Data insufficient for rating.
	f) Question not applicable.
H:15	29. What percentage of parents of handicapped elementary school children were involved in training activities or received support to help them identify their needs and steer them to available community resources
*.	a) None or few (0-20%)
•	b) Some (21-50%)
	c) Most (51-80%)
e .	d) Almost all or all (81-100%)
•	e) Data insufficient for rating.
· · · · · · · · · · · · · · · · · · ·	f) Question not applicable.

Judgmental Rating Scales

SUBCOMPONENT: Parent Involvement in the Program of Services
For Handicapped Children

Before continuing with your ratings of the multiple choice questions, we would like to get your impressions of the level of implementation of this subcomponent using an alternate technique. Based on everything you know about this site, how would you rate the level of implementation of this subcomponent with respect to the following dimensions: (Please explain any "not applicable or "uncodable" ratings)

PLEASE CIRCLE YOUR ANSWERS CLEARLY

1. Breadth of Implementation: Among those, who could on should be involved in the implementation of this subcomponent, what is the extent of actual involvement?

none narrow moderate broad not applicable uncodable

2. <u>Intensity of Implementation:</u> Among those responsible for implementating this subcomponent, what is the level of attention, energy, or importance given to its implementation?

none low moderate high not applicable uncodable

Effectiveness of Elements in Terms of Organizational Acceptance:
Among those affected by implementation of this subcomponent (i. e., parents, teachers, council members, etc., but not PDC staff) what level of satisfaction or approval has been shown?

none low moderate high not applicable, uncodable

4. Overall Level of Implementation: Based on the above ratings and any other information you have, what is your general assessment of the overall implementation level of this factor?

none low moderate, high not applicable uncodable

If your codings on these scales conflict with the ratings given on the preceding IRI questions, please attempt to explain that conflict below:

IMPLEMENTATION RATING INSTRUMENT QUESTIONS FOR PARENT INVOLVEMENT COMPONENT

Please complete the following questions marking your answer clearly so it will be easily distinguished as your assessment of the level of program implementation for this component.

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DEVELOPMENT OF A COORDINATED PARENT SUBCOMPONENT I. PROGRAM. "A coordinated parent program must be implemented with and for the parents of children from , Head Start through the early primary years. " (BP # 1) "Parents must be involved in Project Developmental Continuity in deciding upon and developing the nature and content of workshops, classes and other activities for parents. " (RE # 1) A. Multiple Choice Questions A PDC parent involvement program Has not been planned. b) Has not been implemented at either level. Has been implemented at the Head Start or elementary · c) level, but not both levels. Has been implemented at both levels. d) Data insufficient for rating. e) f) Question not applicable. A PDC parent involvement program Has not been implemented at both the Head Start and a) elementary levels. Has been implemented at both levels, but no joint planning and or activities have occurred. Has been implemented at both levels and some joint planning and/or activities have occurred.

 I_{\perp}

planning and/of activities have occurred.

Data insufficient for rating.

Question not applicable.

d)

e)

Has been implemented at both levels and a lot of joint

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:3a	3. PDC workshops, classes, and other activities for parents
	'a) Have not been planned during the year.
	b) Have been planned, but did not take place.
/	c) Have taken place at the Head Start level or the elementary
· ·	level, but not at both levels.
1	d) Have taken place at both the Head Start and elementary
	levels.
	e) Data insufficient for rating.
	f) Question not applicable.
	t page 1 -1 talegang and other activities for parents
: 3b	4. PDC workshops, classes, and other activities for parents
4	a) Have not taken place during the year.
r r	b) Have taken place, but parents were not involved in
	developing them.
	c) Have taken place and parents were involved in
	developing some of them.
	d) Have taken place and parents were involved in developing
* * * * * * * * * * * * * * * * * * * *	almost all of them.
	e) Data insufficient for rating.
	f) Question not applicable.
:3c	5. PDC workshops, classes, and other activities for parents
.) .	5. PEC WOLKShops, classes, and outer accounts
	a) Have not taken place this year.
.	b) Have taken place and less than 50% of the parents from
	Head Start or the elementary program attended at least
z* *\ \'\ \'\\	one event.
	c) Have taken place and prore than 50% of the parents in
ં કે લો. જા	both programs attended at least one event, but less than
N. 1	80% of the parents in one program attended at least one
	event.
المرا	d) Have taken place and more than 80% of the parents in both
•	the Head Start and elementary programs attended at
	least one event.
	e) Data insufficient for rating. f) Question not applicable.
	f) Question not applicable.

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PI:5	6.	Based on the information available, Head Start parents
		believe the PDC parent program
201		
		a) A PDC parent program has not been implemented at both
		the Head Start and elementary levels.
		b) Has been ineffective in getting parents involved in Head
		Start activities.
+		c) Has been moderately effective in getting parents involved
	-	in Head Start activities.
*		d) Has been very effective in getting parents involved in
		Head Start activities.
The state of the s		e) Data insufficient for rating.
		f) Question not applicable.
4.5		
P1:5	.7	Based on the information available, elementary parents
		believe the PDC parent program
		believe me i bo parent program
· 50		a) A HDC parent program has not been implemented at both
		the Head Start and elementary levels.
		b) Has been ineffective in getting parents involved in
S		elementary school activities.
n tariga Nar⊈		
		c) Has been moderately effective in getting parents involved in elementary school activities.
•		d) Has been very effective in getting parents involved in
		alamanta ny sahaal activities
\		8

		f) Question not applicable.
T1-12	0	
T1:12		Based on the information available, Head Start teachers
	: 1	believe the PDC parent program
*y − b.,		
		a) A PDC parent program has not been implemented in both
•	*.	Head Start and elementary levels.
*		b) was been ineffective in getting parents involved in Head
		Start activities.
		c) Has been moderately effective in getting parents involved
	ء سر	in Head Start activities.
•••		d) Has been very effective in getting parents involved in
. •		Head Start activities.
. k .	(e) Data insufficient for rating.
pts n	1	f) Question not applicable.
· •		

K.,

71:12 9. Based on the information available, elementary teachers	9.
believe the PDC parent program	7.
a) A PDC parent program has not been implemented at both	}
the Head Start and elementary levels.	. · · · · ·
b) Has been ineffective in getting parents involved in	ļ
elementary school activities.	
c) Has been moderately effective in getting parents involved	
elementary school activities.	
d) Has been very effective in getting parents in a line of the state o	
d) Has been <u>very effective</u> in getting parents involved in elementary school activities.	
, and the state of	
f) Question not applicable.	- 6-
10. Communication and coordination between the re-	4.2
and coordination between the Head Start	10.
center committee(s) and existing elementary school parent-	
teacher groups	
a) Has not been planned.	_
b) Has been planned, but has not been established.	7
c) Has been established and has taken place intermittently	
throughout the year.	
d) Has been established and has taken place regularly	
throughout the year.	
e) Data insufficient for rating.	٠. : .
f) Question not applicable,	

P:4

B. Judgmental Rating Scales

SUBCOMPONENT: Development of a Coordinated Parent Program

Before continuing with your ratings of the multiple choice questions, we would like to get your impressions of the level of implementation of this subcomponent using an alternate technique. Based on everything you know about this site, how would you rate the level of implementation of this subcomponent with respect to the following dimensions: (Please explain any "not applicable or "uncodable" ratings)

PLEASE CIRCLE YOUR ANSWERS CLEARLY

1. Breadth of Implementation: Among those who could or should be involved in the implementation of this subcomponent, what is the extent of actual involvement?

none narrow moderate broad not applicable uncodable

Intensity of Implementation: Among those responsible for implementating this subcomponent, what is the level of attention, energy, or importance given to its implementation?

none low moderate high not applicable uncodable

3. Effectiveness of Elements in Terms of Organizational Acceptance:
Among those affected by implementation of this subcomponent (i.e., parents, teachers, council members, etc., but not PDC staff) what level of satisfaction or approval has been shown?

none low moderate high not applicable uncodable

4. Overall Level of Implementation: Based on the above ratings and any other information you have, what is your general assessment of the overall implementation level of this factor?

none low moderate high not applicable uncodable

If your codings on these scales conflict with the ratings given on the preceding IRI questions, please attempt to explain that conflict below:

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SUBCOMPONENT II: PARENT INVOLVEMENT IN PROGRAM DECISION MAKING.

"Parents must be involved in Project Developmental Continuity as members of all PDC groups making decisions about the nature and operation of the program."

: 3a R				d Start parents			
			_a)	Are not members of the PDC has met less than once every year.			
	9	*	_b)	Are members of the PDC Courses of the meetings this year.		nded less th	an
		·	_c)	Are members of the PDC Countries 51 and 80% of the meetings thi	ncil and attend	ded between	1
			_d)	Are members of the PDC Courses 80% of the meetings this year.	ncil and attend	ded more th	ıan
(.			_e) _f)	Data insufficient for rating. Question not applicable.	·		;
5b ****		12.	Elei	mentary school parents	•,	,	
•	•	,	_a)	Are not members of the PDC of has met less than once every tyear.			
· / / /		5	b)	Are members of the PDC Cour 50% of the meetings this year.		* 1	
*		<u>,-</u>	c)	Are members of the PDC Cour 51 and 80% of the meetings this	s year.	•	9
e de gran	e pr		_d)	Are members of the PDC Cour 80% of the meetings this year.	icil and attend	led more th	an
رأ با أن المان أن	.,		e) f)	Data insufficient for rating. Question not applicable.			

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'	the state of the s	Į.
P:6 PI:1	13. Head Start parents	13
A:3a CI:2	a) Have not attended any PDC Council meetings this year or	
01.2	the PDC Council has met less than once every two months	
d _i	this academic year.	
<u>e</u> .	b) Have attended PDC Council meetings and played a minor role in making decisions about the nature and operation	1
	of the PDC program.	
	c) Have attended PDC Council meetings and played a	Ø
. •	moderate role in making decisions about the nature and operation of the PDC program.	
· ·	d) Have attended PDC Council meetings and played a major	
	role in making decisions about the nature and operation of	·
,	the PDC program.	
	e) Data insufficient for rating.	
	f) Question not applicable.	
e de la companya de la companya de la companya de la companya de la companya de la companya de la companya de La companya de la companya de la companya de la companya de la companya de la companya de la companya de la co		
P:6 PJ:1	14. Elementary school parents	14
A:3b C1:2	a) Have not attended any PDC Council meetings this year	
	or the PDC Council has met less than once every two	, , ι
•	months this academic year.	- 1
	b) Have attended PDC Council meetings and played a minor	
	role in making decisions about the nature and operation	
	of the PDC program.	
	c) Have attended PDC Council meetings and played a	
•	moderate role in making decisions about the nature and operation of the PDC program.	**************************************
	d) Have attended PDC Council meetings and played a major	*
	role in making decisions about the nature and operation	
	of the PDC program.	j
	e) Data insufficient for rating.	н
	f) Question not applicable.	*** **********************************
	ON ITEMS 15-26, IF NO GROUP MAKING DECISIONS ABOUT	
<i>,</i> ·	THE NATURE AND OPERATION OF ACTIVITIES WITHIN	
	A SPECIFIC COMPONENT AREA EXISTS, CODE "QUESTION	
* * *	NOT APPLICABLE" (Category f).	1 ×
	,	
• •		_
w.		7.

: 7a	15.	Head Start Parents	15
'1' -		Have not been involved in groups making decisions about the nature and operation of activities within the education component.	
	\	_b) Played a minor role in groups making decisions about the nature and operation of activities within the education	
· .		component. Played a moderate role in groups making decisions about the nature and operation of activities within the education	
		component. d) Played a major role in groups making decisions about the nature and operation of activities within the education	
		componente) Data insufficient for rating.	
:7a I:1	16.	Elementary school parents	16
14		_a) Have not been-involved in groups making decisions about the nature and operation of activities within the education component.	
		b) Played a minor role in groups making decisions about the nature and operation of activities within the education	
		component. c) Played a moderate role in groups making decisions about the nature and operation of activities within the education	
	. (component. d) Played a major role in groups making decisions about the nature and operation of activities within the education	
		component. e) Data insufficient for rating. f) Question not applicable.	
: 7a ! · ! * * '	17.	Head Start parents	-17.
,	4	a) Have not been involved in groups making decisions about the nature and operation of activities within the preservice	a
	-	and inservice training component. b) Played a minor role in groups making decisions about the nature and operation of activities within the preservice	
		and inservice training component. c) Played a moderate role in groups making decisions about the nature and operation of activities within the preservice.	
		and inservice training component. d) Played a major role in groups making decisions about the nature and operation of activities within the preservice and inservice training component.	, ha
		e) Data insufficient for rating.	

P:7a	18.	Elementary school parents	18.
P1:1			
٠		a) Have not been involved in groups making decisions about	
	e	the nature and operation of activities within the preservice	,
5-	Ġ,	and inservice training component.	
		_b) Played a minor role in groups making decisions about the	
,		nature and operation of activities within the preservice	
		and inservice training component.	
-	· · ·	_c) Played a moderate role in groups making decisions about	
		the nature and operation of activities within the preservice	-
	•	and inservice training component.	
		_d) Played a major role in groups making decisions about the	•
	, w	nature and operation of activities within the preservice	-
		and inservice training component.	
	·	_e) Data insufficient for rating.	
•		_f) Question not applicable.	
,) .		+
P:7a Pl:1	19.	Head Start parents	19.
P1:1	I*		
	· · · · · · · · · · · · · · · · · · ·	_a) Have not been involved in groups making decisions about	
* !		the nature and operation of activities.	
<i>j</i> .	ė.	_b) Played a minor role in groups making decisions about the	
	1	nature and operation of activities within the developmental	
	* , w'	support services component.	
2		_c) Played a moderate role in groups making decisions about	
		the nature and operation of activities within the develop-	
٠.		mental support services component.	
		_d) Played a major role in groups making decisions about the	,
		nature and operation of activities within the developmental	
•	A marie	support services component.	•
		_e) Data insufficient for rating.	
5	<u> </u>	_f) Question not applicable.	
0-7-	200		
P:/a P1:1	√ Z0.	Elementary school parents	20
	· · /	_a) Have not been involved in groups making decisions about	
• .	. (the nature and operation of activities within the develop-	•
÷ .		mental support services component.	
		b) Played a minor role in groups making decisions about the	ra r
		nature and operation of activities within the developmental	
, ,	(*	support services component.	
, -)	c) Played a moderate role in groups making decisions about	
		the nature and operation: of activities within the develop-	,
¥	1	mental support services component.	
_		d) Played a major role in groups making decisions about the	,
	,	nature and operation of activities within the developmental	114
		Support services component.	er. "
	* ,	e) Data insufficient for tating.	
	ş.	f) Question not applicable.	
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):7a 21.)I:1	He	ad Start parents	•	, -		21
1.1	a)	Have not been invo	alved in groups	making decision	ons about	
· · · · · · · · · · · · · · · · · · ·	_"	the nature and ope				
		involvement comp				
- ·	ъ)	Played a minor ro		aking decisions	about the	
	· ·	nature and operati				, ,
		involvement comp		, , , ,		[]
. √I 	_c)	Played a moderate				
		the nature and ope	•	ties with the p	arent	
		involvement comp				, 3 ³ ·
	_d)	Played a <u>major</u> ro				,
n	•	nature and operati	and the second s	within the par	ent	
*		involvement comp		•	· · · · · · · · · · · · · · · · · · ·	· ·
· · · · · · · · · · · · · · · · · · ·	-e)	Data insufficient fo	_	+		
·	_f)	Question not applie	cable.	• •		
:7a - 22.	E12	/ ementary sch o ol par	ente.		•	22.
'I:1	EFIC	siliental y school par	CIRCS	'	!	,
/ N	a)	Have not been invo	olved in groups	making decision	ons about	· 🕼
		the nature and ope				,
~ `		involvement comp		•	•	5 te
· •	b)	Played a minor ro		king decisions	about the	
	=	nature and operati		_	• •	
• • . •		involvement comp		ŧ	i	
4	_c)	Played a moderate				
,	t i	the nature and ope		ties within the	parent	
2		involvement comp	,			ĺ
· · · ·	_d)	Played a major ro				
		nature and operati	· ·	within the par	ent	P
	٠,٠	jinvolvement compo			4	
	_e) f)	Question not applie	· ·			4
	<u>-</u> * / ,	Question not appri-	Cabio.			
:7a 23.	He	ad Start parents		•	• '	23.
1:1			:	•	,	
∮4	a)	Have not been invo	olved in grou p s	making d é cisi	ons about	
	<u>.</u>	the nature and ope			services	
ž		for handicapped c h				
4	_b)	Played a minor ro	-			,
		nature and operati		within the ser	vices for	
		handicapped childr			,	
	_c)	Played a miderate				
		the nature and ope	• •		services	-
	<i>a</i> 1	for handicapped che Played a major ro			s about the	
	_d)	nature and operati				
• • • • • • • • • • • • • • • • • • • •		handicapped childr				
જ્	e)	Data insufficient for	· -			
-	_f)	Question not applie	-			
EDIC	'				•	
Full Text Provided by ERIC			119			

25.

P:7a PI:1	υ	24.	Elementary school parents
			_a) Have not been involved in groups making decisions about
			the nature and operation of activities within the services
٠, ′		-	for handicapped children component.
			_b) Played a minor role in groups making decisions about the
			nature and operation of activities within the services for
	•	4	handicapped children component.
		* .	_c) Played a moderate role in groups making decisions about
			the nature and operation of activities within the services
			for handicapped children component. d) Played a major role in groups making decisions about the
			— · · · · · · · · · · · · · · · · · · ·
			mature and operation of activities within the services for handicapped children component.
	1 :		_e) Data insufficient for rating.
	*		_f) Question not applicable.
			_1/ Spacetion not applicable.
P:7a		25.	Head Start parents
P1:1	•		
	*		a) Have not been involved in groups making decisions about
			the nature and operation of activities within the services
			for bilingual/bicultural and/or multicultural children
			component.
			b) Played a minor role in groups making decisions about
	*		the nature and operation of activities within the services
	P.		for bilingual/bicultural and/or multicultural children
		,	component.
. *			c) Played a moderate role in groups making decisions about
			the nature and operation of activities within the services
			for bilingual/bicultural and/or multilcultural children
	e dista		component.
			d) Played a major role in groups making decisions about the
			nature and operation of activities within the services for
		• .	bilingual/bicultural and/or multicultural children
	1		component. e) Data insufficient for rating.
		1	f) Question not applicable.
		,	_t / Sacotion not applicable.

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s (27
5	28

26.	Elementary school parents	40
	_a) Have not been involved in groups making decisions about the nature and operation of activities within the services for bilingual/bicultural and/or multicultural children	
*.	component. b) Played a minor role in groups making decisions about the	
	nature and operation of activities within the services for bilingual/bicultural and/or multicultural children component.	\cap
	c) Played a moderate role in groups making decisions about the nature and operation of activities within the services for bilingual/bicultural and/or multicultural children	
* <u></u>	component. d) Played a major role in groups making decisions about the nature and operation of activities within the services for bifingual/bicultural and/or multicultural children component.	
27.	Based on the information available, roughly how many	27.
	different Head Start parents have been members of groups making decisions about the nature and operation of the PDC program?	
	_a) Parents have not been involved during the year.	
	b) Fewer than 5 parents.	, .
	c) Between 5 and 15 parents.	Agrae
.,	d) More than 15 parents.	
	_e) Data insufficient for ratingf) Question not applicable.	•
28.	Based on the information available, roughly how many	28.
<i>5</i> p.	different elementary parents have been members of groups	20.
(making decisions about the nature and operation of the PDC program?	, ,
ا در		·
<u> </u>	a) Parents have not been involved during the year.	9
	b) Fewer than 5 parents.	
_ :	c) Between 5 and 15 parents.	-
	d) More than 15 parents.	
1	e) Data insufficient for rating.	1
	f) Question not applicable.	
9 .		4 ° L

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Judgmental Rating Scales

В.

SUBCOMPONENT: Parent Involvement in Program Decision-Making

Before continuing with your ratings of the multiple choice questions, we would like to get your impressions of the level of implementation of this subcomponent using an alternate technique. Based on everything you know about this site, how would you rate the level of implementation of this subcomponent with respect to the following dimensions: (Please explain any "not applicable or "uncodable" ratings).

PLEASE CIRCLE YOUR ANSWERS CLEARLY

1. Breadth of Implementation: Among those who could or should be involved in the implementation of this subcomponent, what is the extent of actual involvement?

none, narrow c moderate broad not applicable uncodable

2. Intensity of Implementation: Among those responsible for implementating this subcomponent, what is the level of attention, energy, or importance given to its implementation?

none low moderate high not applicable uncodable

3. Effectiveness of Elements in Terms of Organizational Acceptance:
Among those affected by implementation of this subcomponent (i.e., parents, teachers, council members, etc., but not PDC staff) what level of satisfaction or approval has been shown?

none low moderate high not applicable uncodable

4. Overall Level of Implementation: Based on the above ratings and any other information you have, what is your general assessment of the overall implementation level of this factor?

none low moderate high not applicable uncodable

If your codings on these scales conflict with the ratings given on the pre- • ceding IRI questions, please attempt to explain that conflict below:

SUBCOMPONENT III: PARENT INVOLVEMENT IN PDC CLASSROOMS.

"Parents must be involved in Project Developmental Continuity as observers, volunteers or paid aides in the Head Start and school classrooms."

		•
	A. Multiple Choice Questions	
, et	29. What is the percentage of teacher aides or associates at the	29
	PDC Head Start centers who are PDC parents?	
	(2007)	
**	a) None or few (0₹20%). b) Some (21-50%).	
	c) Most (51-80%).	V.
	d) Almost all or all (81-100%).	e . Se e e e
*	e) Data insufficient for rating.	
	f) Question not applicable.	
	30. What is the percentage of teacher aides and associates in the	30.
*	PDC elementary classes who are PDC parents?	·
•	a) None or few (0-20%)	
٠.	b) Some (21-50%). (
	c) Most (51-80%).	
	d) Almost all or all (81-100%). é) Data insufficient for rating.	
	f) Question not applicable.	
		- Ju
3	31. Based on the information available parent observers or	31
1	volunteers are in most Head Start classrooms.	
	a) Less than once a month.	
	b) Once a month or more but less than once a week.	
ئ	c) Once a week or more but less than once a day.	
	d) Once a day or more.	i di P
•	e) Data insufficient for rating.	
	f) Question not applicable.	-
3	32. Based on the information available, parent observers or	32.
	volunteers are in most elementary classrooms.	
		Page 15
	a) Less than once a month.	i
	b) More than once a month, but less than once a week. c) More than once a week, but less than once a day.	
•	d) Once a day or more.	
	e) Data insufficient for rating.	a
	f) Question not applicable.	*
1 -		

P:9 - 33		sed on the information ava			
SR	,	ad Start parents volunteer		The second secon	or participate
	in	classroom activities durin	ng the yea	r?	* * * * * * * * * * * * * * * * * * *
•	a) (None or few (0-20%).	and the second	1	
	b)	Some (21-50%).	. –		
₹ <u></u>	' c)	Most (51-80%).	# 15 15 (1983)		
	d)	Almost all or all (81-100	0%).		
	e)	Data insufficient for rati	ing.		
	f)	Question not applicable.			•
			: :5	** * *	4
P:9 34	. Ba	sed on the information ava	ilable, w	hat percer	ntage of PDC
SR	ele	mentary parents voluntee:	red time	to observe	or participate
	in	lassroom activities durin	ng the yea	17	
· , , , , , , , , , , , , , , , , , , ,					•
	a) .	None or few (0-20%).			*
	b)	Some (21-50%).			
	c)	Most (51-80%).		* 4	V
	d)	Almost all or all (81-100	0%).	e 'y	•
1	e)	Data insufficient for rati		:	
· · ·	f)	Question not applicable	₹, .		

Judgmental Rating Scales

SUBCOMPONENT: Parent Involvement in PDC Classrooms

Before continuing with your ratings of the multiple choice questions, we would like to get your impressions of the level of implementation of this subcomponent using an alternate technique. Based on everything you know about this site, how would you rate the level of implementation of this subcomponent with respect to the following dimensions: (Please explain any "not applicable or "uncodable" ratings)

PLEASE CIRCLE YOUR ANSWERS CLEARLY

Breadth of Implementation: Among those who could or should be involved in the implementation of this subcomponent, what is the extent of actual involvement?

none narrow moderate broad not applicable uncodable

2. <u>Intensity of Implementation:</u> Among those responsible for implementating this subcomponent, what is the level of attention, energy, of importance given to its implementation?

none low moderate high not applicable uncodable

Effectiveness of Elements in Terms of Organizational Acceptance:

Among those affected by implementation of this subcomponent (i.e., parents, teachers, council members, etc., but not PDC staff) what level of satisfaction or approval has been shown?

none low moderate high not applicable uncodable

4. Overall Level of Implementation: Based on the above ratings and any other information you have, what is your general assessment of the overall implementation level of this factor?

none low moderate high not applicable uncodable

If your codings on these scales conflict with the ratings given on the preceding IRI questions, please attempt to explain that conflict below:

IMPLEMENTATION RATING INSTRUMENT QUESTIONS FOR THE DEVELOPMENTAL SUPPORT SERVICES COMPONENT

Please complete the following questions marking your answer clearly so it will be easily distinguished as your assessment of the level of program implementation for this component.

SUBCOMPONENT I. DEVELOPMENT OF A COORDINATED PROGRAM OF SUPPORT SERVICES.

"A PDG staff person must be assigned responsibility for the Developmental Support Services component, on at least a half-time basis." (RE #10)

"Health, mental health and nutritional services available through community resources must be surveyed and used to the maximum extent possible. The project must establish and maintain liaison with community resources in order to provide follow-up and treatment for the children after their needs have been assessed." (RE#8)

"Discontinuities in the provision of the services between the preschool and the early primary levels should be minimized through joint programming." (RE #2)

- a) assurance that in all cases parents will be told the nature of the data to be collected and the uses to which the data will be put and that the uses will be restricted to the stated purposes;
- b) giving parents a summary of the record which includes information on immunization and follow-up treatment;
- c) forwarding health records, with parental consent; to the school when the child leaves Head Start." (RE#4)

Multiple Choice Questions

- i. . A PDC support services system
- a) Has not been implemented at both the Head Start and elementary levels.
- b) Has been implemented at both levels, but no joint programming has occurred.
- c) Has been implemented at both levels and some joint programming has occurred.
- ____d) Has been implemented at both levels and a lot of joint programming has occurred.
- e) Data insufficient for rating.
 - ___f) Question not applicable.



Has taken place at both the Head Start and

elementary levels. Data insufficient for rating.

Question not applicable.

d)

e)

elementary levels.

Data insufficient for rating.

Question not applicable.

d)

e)

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Has taken place at both the Head Start and

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SS:5d	8.	Approximately what percentag	ge of t	he Head S	start	
** *** *** *** *** *** *** *** *** ***		parents have received a summ support services record?	nary o	f their ch	ildren's	į.
5 .	·	a) None or few (0-20%).			• .	
		b) Some (21-50%).		See .		
4	÷	c) Most (51-80%).		r		4
*		d) Almost all or all (81-100%))	3 · · ·		
		e) Data insufficient for rating			,	
) Question not applicablé.				* 1
		92				
S:5d	9.	Approximately what percentag	e of th	ıe elemen	tarv	
A- 10-	70.	parents have received a summ	ary ő	f their chi	ldren's	_
.,1	=1	support services record?		: •	The British	-
		1) None or few (0-20%).	•	:		
•, :::	<u> </u>	o) Some (21-50%).	•	.*		,
		:) Most (51-80%)		2-	4 · · · ·	
· •	d					-0. E.
	'^\≲+e		:	3 4	** • · · · · · · · · · · · · · · · · · ·	,
δ¢.	f) Question not applicable.	· .	اد ادار ادار ادار ادار ادار ادار ادار ا	1	- t
C / "		en en en en en en en en en en en en en e	•	strong of		
S:6	10.	What is the percentage of Head	l Start	children	whose '	
v sin	191	support services reocrds were	forwa	arded to the	he scho	ol
	** *** ****	at the end of the 1975-76 school	ol year	.?		
	* - * · · · · · · · · · · · · · · · · ·		,		,	
* * * * * * * * * * * * * * * * * * *	a) None or few (0-20%).	•		•	
	b		i	•		
-	c	1.7				
	d	, (,,,,,,,,,		,		
	e		to make		•	
•	f	Question not applicable.		•		

B. Judgmental Rating Scales

SUBCOMPONENT: Development of a Coordinated Program of Support Services

Before continuing with your ratings of the multiple choice questions, we would like to get your impressions of the level of implementation of this subcomponent using an alternate technique. Based on everything you know about this site, how would you rate the level of implementation of this subcomponent with respect to the following dimensions: (Please explain any "not applicable or "uncodable" ratings)

PLEASE CIRCLE YOUR'ANSWERS CLEARLY

1. Breadth of Implementation: Among those who could or should be involved in the implementation of this subcomponent, what is the extent of actual involvement?

none narrow moderate broad not applicable uncodable

2. Intensity of Implementation: Among those responsible for implementating this subcomponent, what is the level of attention, energy, or importance given to its implementation?

none low moderate high not applicable uncodable

Effectiveness of Elements in Terms of Organizational Acceptance:
Among those affected by implementation of this subcomponent (i.e., parents, teachers, council members, etc., but not PDC staff) what level of satisfaction or approval has been shown?

none low moderate high not applicable uncodable

4. Overall Level of Implementation: Based on the above ratings and, any other information you have, what is your general assessment of the overall implementation level of this factor?

none low moderate high not applicable uncodable

If your codings on these scales conflict with the ratings given on the preceding IRI questions, please attempt to explain that conflict below.

SUBCOMPONENT II. SCREENING AND DIAGNOSTIC ASSESSMENT TO IDENTIFY CHILDREN'S NEEDS FOR DEVELOP - MENTAL SUPPORT SERVICES.

"The nutritional, medical, dental, mental health and social services needs of the children must be assessed upon enrollment in the project, regardless of age or grade level at the time of entry. The children's flutritional needs can be identified on the basis of their health records (height, weight, and hemoglobin or hematocrit) and information supplied by parents." (RE #1)

"... The children should be listed with one or more of these community health resources which provide the following services: a) complete medical, dental and developmental history; b) growth assessment, height, weight and age; c) vision testing; d) hearing testing; e) hemoglobin or hematocrit determination; f) tuberculin testing where indicated (see Head Start Performance Standards); g) urinalysis; h) based on community health problems, other selected screenings where appropriate, e. g., sickle cell anemia, lead poisoning and intestinal parasites; i) assessment of current immunization status; j) dental examination and follow-up and k) identifying speech problems, determining their cause and providing services." (RE #3)

A. Multiple Choice Questions

NOTE: FOR ITEMS 11-30 INCLUDE SCREENING AND DIAGNOSTIC ASSESSMENTS DONE IN EITHER THE 1975 -1976. OR THE 1976-1977 ACADEMIC YEARS.

11. An assessment of the nutritional needs of children

a)	Has not been conducted.
b)	Has been conducted on less than 50% of the children
	in the Head Start program or less than 50% of the
Į.	children in the elementary program.
c)	Has been conducted on more than 50% of the children
ş	in both the Head Start and elementary programs, but
	on less than 80% of the children in one of the two
	programs.
d)~_	Has been conducted on more than 80% of the children
· i	in both programs.
e)	Data insufficient for rating.
*,f)	Question not applicable.
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ìR.

\$\$:7c	12., A procedure to assess the availability of food in the home
	a) Has not been planned.
	b) Has been planned, but has not been implemented at
. •	either the Head Start or elementary levels.
	c) Has been implemented at either the Head Start or
	relementary, but not at both levels.
	d) Has been implemented at both the Head Start and
4. 12.	elementary levels.
	e) Data insufficient for rating.
	f) Question not applicable.
\$S:11	
SR	13. A complete medical, dental, and developmental history

	a) Has not been conducted.
	b) Has been conducted on less than 50% of the children
	in the Head Start program or less than 50% of the
the state of the s	children in the elementary program.
- F	c) Has been conducted on more than 50% of the children
	in both the Head Start and elementary programs, but
,	on less than 80% of the children in one of the two
	programs.
, s *	d) Has been conducted on more than 80% of the children
•	in both programs.
	e) Data insufficient for rating.
	f) Question not applicable.
aa 9	
SS:8	14. A growth assessment (height, weight, and age)
, , , , , , , , , , , , , , , , , , ,	
4 - 4	a) Has not been conducted.
	b) Has been conducted on less than 50% of the children
4	in the Head Start program or less than 50% of the
	children in the elementary program.
	c) Has been conducted on more than 50% of the children
and the second	in both the Head Start and elementary programs, but
	on less than 80% of the children in one of the pro-
	grams.
	d) Has been conducted on more than 80% of the children
\"	in both programs.
1 *	Data insufficient for rating.
V	f) \ Question not applicable.
) .	
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SS:8 SR	15. Vis	sion testing	15.
JN.	-1	Has not been conducted.	
	a) b)	Has been conducted on less than 50% of the children	
		in the Head Start program or less than 50% of the	
		children in the elementary program.	2 - 1
	c)	Has been conducted on more than 50% of the children	1 min
		in both the Head Start and elementary programs, but	
	•	on less than 80% of the children in one of the pro-	= .
1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -		grams.	,
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	(b	Has been conducted on more than 80% of the children	
		in both programs.	j '
	e)	Data insufficient for rating.	1.
		Question not applicable.	1
* * * * * * * * * * * * * * * * * * *	·		
ss:8	16. Hea	aring testing	16.
SR			_
1	a)	Has not been conducted.	
as .	b)	Has been conducted on less than 50% of the children	
	į.	in the Head Start program or less than 50% of the	
		children in the elementary program.	
/	c)	Has been conducted on more than 50% of the children	
1	•	in both the Head Start and elementary programs, but	
• • •		on less than 80% of the children in one of the two	7 -
		programs.	
	d)	Has been conducted on more than 80% of the children	
		in both programs.	ļ
	e),	Data Insufficient for rating.	
	f)	Question not applicable.	
·c. 0	1.		
58:0 58:-	17. Her	noglobin or hematocrit determination	17
グ	· - •	TT L J J	
	a)	Has not been conducted.	
	b)	Has been conducted on less than 50% of the children	
	£	in the Head Start program or less than 50% of the children in the elementary program.	
1	٠c)	Has been conducted on more than 50% of the children	,
		in both the Head Start and elementary programs, but	
*		on less than 80% of the children in one of the two	
		programs.	*
	d)	Has been conducted on more than 80% of the children	
p.		in both programs.	
A A	e)	Data insufficient for rating.	i I
	f)	Question not applicable.	4
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ss:8		Speech scripening	18
SR			• •
State of the contract of the c		a) Has not been conducted.	
		b) Has been conducted on less than 50% of the children	
الم داد		in the Head Start program or less than 50% of the	
		children in the elementary program.	,
•		c) Has been conducted on more than 50% of the children	į ·
		in both the Head Start and elementary programs, but	* .
		on less than 80% of the children in one of the two	
	v v	programs.	
		d) Has been conducted on more than 80% of the children	
	-		
		in both programs.	
	es ·	_e) Data insufficient for rating.	
	•	_f) Question not applicable.	
SS:8	19.	Tuberculin testing	19
SR			
u .		_a) Has not been conducted.	
		_b) Has been conducted on less than 50% of the children	1
* *	The second secon	in the Head Start program or less than 50% of the	
•		children in the elementary program.	
		_c)Has been conducted on more than 50% of the children	*
1 A		in both the Head Start and elementary programs, but	
ı.		on less than 80% of the children in one of the two	
-		programs.	
		d) Has been conducted on more than 80% of the children	- 11
	• • • • • • • • • • • • • • • • • • • •	in both programs.	ر الم
, i		e) Data insufficient for rating.	,
•	· · · · · · · · · · · · · · · · · · ·	f) Question not applicable.	•
	- 11 - 1 - 1		
SS:8	20.	Urinanalysis	20.
SR .:	20.	*	20,
		a) Has not been conducted.	
•		_b) Has been conducted on less than 50% of the children	* #
* .		in the Head Start program or less than 50% of the	·)
	r		
·		children in the elementary program.	7
· Starting	, · · · - · · · · · · · · · · · · · · · 	_c) Has been conducted on more than 50% of the children	, j.
٠	•	in both the Head Start and elementary programs, but	- /
	•	on less than 80% of the children in one of the two	
7	* Times	programs.	
!	e de la companya de la companya de la companya de la companya de la companya de la companya de la companya de	_d) Has been conducted on more than 80% of the children	•
		in both programs.	. 1
	<u> </u>	_e) Data insufficient for rating.	
		f) Question not applicable.	,
, ·			s
•	**	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1

SS:10	,	24.	An assessment of the social service needs	of children
			a) Has not been conducted .	
		•	b) Has been conducted on less than 50% o	f the childre
	Ē		in the Head Start program or less than children in the elementary program.	50% of the

een conducted . conducted on less than 50% of the children ad Start program or less than 50% of the in the elementary program.

Has been conducted or more than 50% of the children c) in both the Head Start and elementary programs, but on less than 80% of the children in one of the two programs.

Has been conducted on more than 80% of the children in both programs.

Data insufficient for rating. Question not applicable.

B. Judgmental Rating Scales

SUBCOMPONENT: Screening and Diagnostic Assessment to Identify Children's Needs

Before continuing with your ratings of the multiple choice questions, we would like to get your impressions of the level of implementation of this subcomponent using an alternate technique. Based on everything you know about this site, how would you rate the level of implementation of this subcomponent with respect to the following dimensions: (Please explain any "not applicable or "uncodable" ratings)

PLEASE CIRCLE YOUR ANSWERS CLEARLY

1. Breadth of Implementation: Among those who could or should be involved in the implementation of this subcomponent, what is the extent of actual involvement?

none narrow moderate broad not applicable uncodable

2. Intensity of Implementation: Among those responsible for implementating this subcomponent, what is the level of attention, energy, or importance given to its implementation?

none low moderate high not applicable uncodable

3. Effectiveness of Elements in Terms of Organizational Acceptance: Among those affected by implementation of this subcomponent (i. e., parents, teachers, council members, etc., but not PDC staff) what level of satisfaction or approval has been shown?

none low moderate high not applicable uncodable

4. Overall Level of Implementation: Based on the above ratings and any other information you have, what is your general assessment of the overall implementation level of this factor?

none low moderate high not applicable uncodable

If your codings on these scales conflict with the ratings given on the preceding IRI questions, please attempt to explain that conflict below:

SUBCOMPONENT III. THE DELIVERY OF SUPPORT SERVICES

"A broad range of medical, dental, mental health and nutrition services should be available to all Head Start and school children emolled in the project in order to assist their physical, emotional, cognitive and social development toward the overall goal of social competence. (BP #1)

	7	A.	Multiple	Choice Questions	
SS:12			25.	The provision of medical services for children in need	
\$R · · · · · · ·	يو _ر	, mark -	a) b)	Has not been arranged. Has been arranged, but services are not currently	
				available to meet the identified medical needs of the children in either Head Start on the elementary program.	1
	pt.		c)	Has been arranged and services are currently available to meet the identified needs of the children at either Head Start or the elementary school, but not both groups.	
•		. 3.	d)	Has been arranged and services are currently availed able to meet the identified medical needs of the	
	*. *		e)	children at both Head Start and the elementary school Data insufficient for rating. Question not applicable.	
SS:12 SR	.•		26.	The provision of dental services for children in need	
	, 4 2	•	a) b)	Has not been arranged. Has been arranged, but services are not currently available to meet the identified dental needs of the children in either Head Start or the elementary	
			c)	program. Has been arranged and services are currently available to meet the identified dental needs of the children at either Head Start or the elementary school, but not both groups.	
			d) e) f)	Has been arranged and services are currently available to meet the identified dental needs of the children at both Head Start and the elementary school. Data insufficient for rating. Question not applicable.	
			 ′	**	

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12	27. The provision of mental health services for children in need	27
4	a) Titos mot hooven warmend.	
i	a) Has not been arrangedb) Has been arranged, but services are not currently	-
	available to meet the identified mental health needs	
s#	of the children in either Head Start or the elementary	
	school.	
A. "	c) Has been arranged and services are currently avail-	
	able to meet the identified mental health needs of	S
•	the children at either Head Start or the elementary	
4	school, but not both groups.	in in
	d) Has been arranged and services are currently avail-	
	able to meet the identified mental health needs of the	
	children at both Head Start and the elementary	· ε
:	school.	
e e e e e e e e e e e e e e e e e e e	e) Data insufficient for rating.	•
	f) Question not applicable.	Ø
		,
: 1,2	28. The provision of social services for children in need	28.
2"*		
, ,	a) Has not been arranged.	•
<i>*</i>	b) Has been arranged, but services are not currently	
	available to meet the identified social service needs.	
	of the children in either Head Start or the ele-	
	mentary school.	-
63	c) Has been arranged and services are currently avail-	
	able to meet the identified social service needs of the	1 .
	children at either Head Start or the elementary	it is
e # .	school, but not both groups.	<u>*</u> ਦ ਹੈ ਨੂੰ
	d) Has been arranged and services are currently avail-	र ज़ी
	able to meet the identified social service needs of the	
ŧ	children at both Head Start and the elementary school.	. •
8 4	e) Data insufficient for rating.	
	f) Question not applicable.	
		,
:12	29. The provision of nutritional services for children in need	29
x		
	a) Has not been arranged.	
	b) Has been arranged, but services are not currently	4
	available to meet all of the identified nutritional needs	
×	of the children in either Head Start or the elemen-	
•	tary school.	
	c) Has been arranged and services are currently avail-	
	able to meet the identified nutritional needs of the	,
,	children at either Head Start or the elementary school	
	groups.	•
	d) Has been arranged and services are currently available to meet all of the identified nutritional needs of the	
	children at both Head Start and the elementary school.	
0	e) Data insufficient for rating.	
RĬC	,f) Question not applicable. 139	
140		•

	_ }	
SS:12 SR	30. The provision of speech services for children in need	³⁰
	a) Has not been arranged. b) Has been arranged, but services are not currently available to meet all of the identified speech needs of the children in either Head Start or the elementary school.	
	c) Has been arranged and services are currently available to meet the identified speech needs of the children at either Head Start or the elementary school, but not both groups.	*
	d) Has been arranged and services are currently available to meet the identified speech needs of the children at both the Head Start and the elementary school.	
S. S.	e) Data insufficient for rating. f) Question not applicable.	. 6
SS:12 SR	31. The provision of <u>immunization services</u> for children in need	31
	a) Has not been arranged. b) Has been arranged; but services are not currently available to meet all of the identified immunization needs of the children in either Head Start or the	*
	elementary school. c) Has been arranged and services are currently available to meet the identified immunization needs of the children at either Head Start or the elementary school, but not both groups.	£ 16,
· · · · · · · · · · · · · · · · · · ·	d) Has been arranged and services are currently available to meet all the identified immunization needs of the children at both Head Start and the elementary school.	
	e) Data insufficient for rating. f) Question not applicable.	7 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1

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Of those children identified at the Head Start level as	32
having a need for followup medical services	
a). None or few (0-20%) of the children received needed	
, //	
followup services or less than 80% of the children a	, wa
the Head Start level have been assessed for service needs.	
b) Some (21-50%) of the children have received the needed followup services.	, ,
c) Most (51-80%) of the children have received the	,
needed followup services.	
d) Almost all (81-100%) of the children have received	
the needed followup services.	
e) Data insufficient for rating.	•
f) Question not applicable.	
	*
12 33. Of those children identified at the elementary level as	22
having a need for followup medical services	, JJ.
The state of the s	4
a) None or few (0-20%) of the children received needed	i
followup services or less than 80% of the children at	
the elementary level have been assessed for service	
needs.	
b) Some (21-50%) of the children have received the	
needed followup services.	
c) Most (51-80%) of the children have received the	1
needed followup services.	
d) Almost all (81-100%) of the children have received	and the second
the needed followup services.	
e) Data insufficient for rating.	
f) Question not applicable.	, j
	,
2 34. Of those children identified at the Head Start level as	34.
having a need for followup dental services	4
t _u	•
a) None or few (0-20%) of the children received needed	
following services or less than 80% of the children at	₹ ₩Ţ
the Head Start level have been assessed for service	
needs.	•
b) Some (21-50%) of the children have received the	· ·
needed followup services.	* .
C) Most (51-80%) of the children have received the	
needed followup services.	
d) Almost all (81-100%) of the children have received	
the needed followup services.	ā
(e) Data insufficient for rating.	
f) Question not applicable.	1,

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.. Of those children identified at the elementary level :12 . shaving a need for followup dental services a) None or few (0-20%) of the children received nee followup services or less than 80% of the childre the elementary level have been assessed for ser needs. b) a Some (21-50%) of the children have received foll services. c) " Most (51-80%) of the children have received the needed followup services. Almost all (81-100%) of the children have receiv d) the needed followup services. e) Data insufficient for rating. f) Question not applicable. · 36. :12 Of those children identified at the Head Start level having a need for followup mental health services None or few (0-20%) of the children received nee å followup services or less than 80% of the childre the Head Start level have been assessed for serv needs. Some (21-50%) of the children have received the needed followup services. Most (51-80%) of the children have received the c) needed followup services. d). Almost all (81-100%) of the children have receiv the needed followup services. e) Data insufficient for rating. f) Question not applicable. 12 37. Of those children identified at the elementary level have a need for followup mental health services None or few (0-20%) of the children received nee followup services or less than 80% of the children the elementary level have been assessed for serv needs. Some (21-50%) of the children have received the b) needed followup services. Most (51-80%) of the children have received the needed followup services. Almost all (81-100%) of the children have received the needed followup services.

Data insufficient for rating. Question not applicable.

e)

f)

SS: 12 SR	38. Of those children identif having a need for follows	ied at the <u>Head Start level</u> as p <u>social services</u>	38
	followup services or the Head Start level h	of the children received needed less than 80% of the children at lave been assessed for service	
	needs. b) Some (21-50%) of the needed followup(servi	children have received the	
		children have received the	
		of the children have received	
	e) Data insufficient for a f) Question not applicab	rating.	ð
SS:12 SR	Of those children identif	ied at the <u>elementary level</u> as ip <u>social services</u>	. 39
	followup services or	of the children received needed less than 80% of the children at have been assessed for service	·
	b) Some (21-50%) of the needed followup servi	children have received the ces. children have received the	, ,
**************************************	needed followup servi	ces. of the children have received	
	e) Data insufficient for a f) Question not applicab	rating.	
SS:12 SR	40. Of those children identif	ied at the <u>Head Start level</u> as up <u>nutritional services</u>	4 0
	followup services or	of the children received needed less than 80% of the children at lave been assessed for service	•
	needs. b) Some (21-50%) of the needed followup servi	children have received the	,
	needed followup serv		, u
	d) Almost all (81-100%) the needed followup s e) Data insufficient for	•	-
	f) Question not applicab	-	

		Com Other
12	41. Of those children identified at the elementary level as	411
12	having a need for followup nutritional services	41
÷	having a need for followup indifficient services	
	a) None or few (0-20%) of the children received needed	
	followup services or less than 80% of the children at	
•	- · · · · · · · · · · · · · · · · · · ·	
	the elementary level have been assessed for service needs.	•
· ·	· · · · · · · · · · · · · · · · · · ·	
,	b) Some (21-50%) of the children have received the	
, d'	(needed followup services.	
•,	c) Most (51-80%) of the children have received the	.1
	needed followup services. d) Almost all (81-100%) of the children have received	
.*		
	the needed followup services.	ر ه
	e) Data insufficient for rating	· ·
	f) Question not applicable.	• •
12		
12	42. Of those children identified at the Head Start level as	42
	having a need for followup speech services	\$
,	None or feet (0, 20%) of the children was in 1 and 1	
,	a) None or few (0-20%) of the children received needed	
' /	followup services or less than 80% of the children at	
	the Head Start level have been assessed for service needs.	
		à .
		* *
z.	needed followup services.	
	c) Most (51-80%) of the children have received the	
·	needed followup services. d) Almost all (81-100%) of the children have received	_
	the needed followup services.	
	e) Data insufficient for rating.	
# s *	f) Question not applicable.	
12	12 Of these shildren identified at the class of the class	40
· .	43. Of those children identified at the elementary level as	43
,	having a need for followup speech services	*
	None or for (0.20%) of the shildren when since and add	
	a) None or few (0-20%) of the children received needed	
	followup services or less than 80% of the children at	s
·	the elementary level have been assessed for service needs.	
• • •		
F	needed followup services.	*
	c) Most (51-80%) of the children have received the	بريخ
	needed followup services.	
	d) Almost all (81-100%) of the children have received	
s,	the needed followup services.	
	e) Data insufficient for rating.	£
	f) Question not applicable.	
	<i>F</i>	

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	<u>'</u>	
SS:12	44.	Of those children identified at the Head Start level as
SR		naving a need for followup immunization services
	•	Ø
_	a)	None or few (0-20%) of the children received needed
	,	followup services or less than 80% of the children at
		the Head Start level have been assessed for service
. %		needs.
•	,b)	Some (21-50%) of the children have received the
		needed followup services.
, · . <u>.</u>	c)	Most (51-80%) of the children have received the
	,	needed followup/ærvices.
	\d)	Almost all (81-100%) of the children have received
•		the needed followup services.
	`e)	Data insufficient for rating.
*	f)	Question not applicable.
₹ .		
SS:12	45.	Of those children identified at the elementary level as
SR	, V h	aving a need for followup immunization services
~		
4 ⁴	a)	None or few (0-20%) of the children received needed
	# tal T	followup services or less than 80% of the children at
,		the elementary level have been assessed for service
'		needs.
	b)	Some (21-50%) of the children have received the
* U	*	needed followup services.
	c)	Most (51-80%) of the children have received the
	# · · · · · · · · · · · · · · · · · · ·	needed followup services.

d)

e)

f)

Almost all (81-100%) of the children have received

the needed followup services. Data insufficient for rating.

Question not applicable.

Judgmental Rating Scales

SUBCOMPONENT: The Delivery of Support Services

Before continuing with your ratings of the multiple choice questions, we would like to get your impressions of the level of implementation of this subcomponent using an alternate technique. Based on everything you know about this site, how would you rate the level of implementation of this subcomponent with respect to the following dimensions: (Please explain any "not applicable or "uncodable" ratings)

PLEASE CIRCLE YOUR ANSWERS CLEARLY

1. Breadth of Implementation: Among those who could or should be involved in the implementation of this subcomponent, what is the extent of actual involvement?

none narrow moderate broad not applicable uncodable

2. <u>Intensity of Implementation:</u> Among those responsible for implementating this subcomponent, what is the level of attention, energy, or importance given to its implementation?

none low moderate high not applicable uncodable

Effectiveness of Elements in Terms of Organizational Acceptance:

Among those affected by implementation of this subcomponent (i.e., parents, teachers, council members, etc., but not PDC staff) what level of satisfaction or approval has been shown?

none low moderate high not applicable uncodable

4. Overall Level of Implementation: Based on the above ratings and any other information you have, what is your general assessment of the overall implementation level of this factor?

none low moderate high not applicable uncodable.

If your codings on these scales conflict with the ratings given on the preceding IRI questions, please attempt to explain that conflict below:

SUBCOMPONENT IV:

TRAINING ACTIVITIES AND INFORMATION DISSEMINATION ON SUPPORT SERVICES DELIVERY AND HEALTH EDUCATION.

"In relation to health services, plans should be made to insure that: a) parents are encouraged to become involved in the health care process relating to their child; b) parents are provided with information about all available health resources; c) staff is trained to integrate health education into the ongoing classroom and other activities; d) children are familiarized with all health services they will receive prior to the delivery of those services and e) staff and parents are provided with the opportunity to learn the principles of preventive health, emergency first aid measures and safety practices." (RE #5)

"In relation to mental health services, plans should be made to:...d) assist staff and parents in developing a positive attitude toward mental health services." (RE #6)

"In relation to nutritional services, plans should be made to: ...b) Help staff, children and parents to understand the relation of nutrition to the child's growth and overall development and learning potential as well as general health; c) assist staff in integrating nutrition with other objectives and activities of the program; d) provide an environment which will support and promote the use of meals and snacks as an opportunity for learning; and e) provide nutritional experiences that reinforce good aspects of foods served at home, including ethnic and cultural preferences, and introduce children to a wide variety of foods." (RE #7)

A. Multiple Choice Questions

		· ·	
SS:14 P1:8	, .	46. Encouraging parents to become involved in the he care process relating to their children.	alth
	•	a) Has not been planned. b) Has been planned, but has not taken place at e the Head Start or elementary levels. c) Has taken place at either the Head Start or elementary level, but not at both levels. d) Has taken place at both the Head Start and elementary levels. e) Data insufficient for rating. f) Question not applicable.	men-
SS:15 P1:9	. 4	47. Providing parents with information about all avail health resources	able

Question not applicable.

a)	Has not been planned.
b)	Has been planned, but has not taken place at either
4	the Head Start or elementary levels.
c)	Has taken place at either the Head Start or elemen-
	tary level, but not at both levels.
d)	Has taken place at both the Head Start and elemen-
	tary levels.
e)	Data insufficient for rating.

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:16	48.	Training activities for staff on integrating health education into the ongoing classroom and other school-related activities	48
	a b d e	Has been planned, but has not taken place at either the Head Start or elementary levels. Has taken place at either the Head Start or elementary level, but not at both levels. Has taken place at both the Head Start and elementary levels. Data insufficient for rating.	
13	49.	A procedure to insure that children are familiarized with all health services they will receive prior to delivery of those services	49
	a) b) c)	Has been planned, but is not operational. Is operational at the Head Start or elementary levels, but not at both levels.	
· · · · · · · · · · · · · · · · · · ·	e)	levels. Data insufficient for rating.	*
17		Providing teaching staff with the opportunity to learn the principles of preventive health, emergency first aid measures, and safety practices	50
<i>}</i> .	a) b) c)	Has not been planned. Has been planned, but has not taken place at either the Head Start or elementary levels. Has taken place at either the Head Start or elementary level, but not at both levels.	**************************************
	d)e)f)	Has taken place at both the Head Start and elementary levels. Data insufficient for rating. Question not applicable.	
•	e*		*

SS:17 P1:10	51. Providing parents with the opportunity to learn the	51
	principles of preventive health, emergency first aid	
•	measures, and safety practices	
	a) Has not been planned.	
e W	b) Has not been plannedb) Has been planned, but has not taken place at either	,
	the Head Start or elementary levels.	
		٠ -
•	c) Has taken place at either the Head Start or elemen-	
,	tary level, but not at both levels.	ļ
	d) Has taken prace at both the Head Start and	•
د .	elementary levels.	1
Maria de la compansión	e) Data insufficient for rating.	
,	f) Question not applicable.	
SS:18	Training to enable parents to understand the maletine	
PI:11	52. Training to enable parents to understand the relation	52
	of nutrition to the child's growth and overall development	
	and learning potential, as well as general health	į ·
	a) Hoo not been planted	ļ. · · ·
	a) Has not been planned. b) Has been planned, but has not taken place at either	, 4
		ı
	the Head Start or elementary levels.	
	c) Has taken place at either the Head Start or elemen-	
•	tary level, but not at both levels.	
	d) Has taken place at both the Head Start and	4
•	elementary levels.	
	e) Data insufficient for rating.	i,
٠.	f) Question not applicable.	
ss:18	53. Training to enable teaching staff to understand the	53.
Joseph Comment	relation of nutrition to the child's growth and overall	»
	development and learning potential, as well as general	٠
	health.	
ş		
	a) Has not been planned.	ŧ,
	b) Has been planned, but has not taken place at either	
:	the Head Start or elementary levels.	•
4 - 2	c) Has taken place at either the Head Start or elemen-	
	tary level, but not at both levels.	
	d) Has taken place at both the Head Start and	
·	elementary levels.	
± ' '	e) Data insufficient for rating	•
	f) Question not applicable.	
•		
/		
• /		
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		T
ss:19	54. Providing an environment which supports and promotes	54
	the use of meals and snacks as an opportunity for	
	learning	
	a) Has not been planned.	,
•	b) Has been planned, but has not taken place at either	
· · · · · · · · · · · · · · · · · · ·	the Head Start or elementary levels.	
	c) Has taken place at either the Head Start or elemen-	
	tary level, but not at both levels.	٠,
•	d) Has taken place at both the Head Start and	
4 2	elementary levels.	
*	e) Data insufficient for rating.	
, # .		
ſ	f) Question not applicable.	هد.
•		
SS:20		55
r n	aspects of foods served at home, including ethnic and	•
	cultural preferences, and introducing children to a wide	
,	variety of foods	
(
•	a) Has not been planned.	
	b) Has been planned, but has not taken place at either	1
5	the Head Start or elementary levels.	
	c) Has taken place at either the Head Start or elemen-	
, at	tary level, but not at both levels.	,
	d) Has taken place at both the Head Staft and	
	elementary levels.	À.
1	e) Data insufficient for rating.	•
	f) Question not applicable.	
r e	N .	
S:16b	56. Based on the information available, what percentage	56.
	of the Head Start staff participated in training focusing	-
	on the support services program and the integration of	
	health education into the classroom?	
4	a) None or few (0-20%).	(%
	b) Some (21-50%).	41
*	c) Most (51-80%).	
- '	d) Almost all oreall (81-100%).	,
* *	e) Data insufficient for rating.	Å ·
ı	f) Question not applicable.	,
.	in the second se	

SS:16b		Based on the information available, what percentage	57.
		of the elementary school staff participated in	
		raining focusing on the support services program and	1.
		he integration of health education into the classroom?	.
	a)	None or few (0-20%).	
	b)	Some (21-50%).	
	<u>f</u> =)	Most (51-80%).	•
	d)	Almost all or all (81-100%).	
	e)	Data insufficient for rating.	
	f)	Question not applicable.	
14 Sept. 1985	•		
T1:15g	58.	According to Head Start teachers interviewed, has the	58.
	,t	training they received helped them to effectively imple-	
		ment health education activities in their classrooms?	
•.			
4	a)	Training has not taken place or less than 20%	.
		attended.	
i .	b)	Training has not been useful.	
	c)	Training has been moderately useful.	
	d)	Training has been very useful.	
	e)	Data insufficient, for rating.	
	f)	Question not applicable.	
9			
TI:15g	59. A	According to the elementary teachers interviewed, has	59.
		he training they received helped them to effectively	
	' i	mplement health education activities in their class-	آس. ا
•	, ,	coms?	
	÷		
	` a)	Training has not taken place or less than 20%	1
) -	attended.	
	" b)	Training has not been useful.	4
1	c)		
<i>,</i>	d)	Training has been very useful.	
	e)	Data insufficient for rating.	
	f)	Question not applicable.	'
	·		
			1

Judgmental Rating Scales

SUBCOMPONENT: Training Activities and Information Dissemination on Support Services Delivery and Health Education

Before continuing with your ratings of the multiple choice questions, we would like to get your impressions of the level of implementation of this subcomponent using an alternate technique. Based on everything you know about this site, how would you rate the level of implementation of this subcomponent with respect to the following dimensions: (Please explain any "not applicable or "uncodable" ratings)

PLEASE CIRCLE YOUR ANSWERS CLEARLY

1. Breadth of Implementation: Among those who could or should be involved in the implementation of this subcomponent, what is the extent of actual involvement?

none narrow moderate broad not applicable uncodable

2. <u>Intensity of Implementation:</u> Among those responsible for implementating this subcomponent, what is the level of attention, energy, or importance given to its implementation?

none low moderate high not applicable uncodable

3. Effectiveness of Elements in Terms of Organizational Acceptance:
Among those affected by implementation of this subcomponent (i.e., parents, teachers, council members, etc., but not PDC staff) what level of satisfaction or approval has been shown?

none low moderate high not applicable uncodable

4. Overall Level of Implementation: Based on the above ratings and any other information you have, what is your general assessment of the overall implementation level of this factor?

none low moderate high not applicable uncodable

If your codings on these scales conflict with the ratings given on the preceding IRI questions, please attempt to explain that conflict below:

IMPLEMENTATION RATING INSTRUMENT QUESTIONS FOR THE PRESERVICE AND INSERVICE TRAINING COMPONENT

Please complete the following questions marking your answer clearly so it will be easily distinguished as your assessment of the level of program implementation for this component.

	· .			PROCESSIN USE ONLY
	These	ular meetings for training, exchange of information and discussion must be scheduled.		
	A.	Multiple Choice Questions	•	
SR	4	l. Meeting for training, exchange of information and discussion for PDC teaching staff		1
		a) Have not taken place this academic yearb) Have taken place less than once every two months this academic year.		•
, * · · · · · · · · · · · · · · · · · ·		c) Have taken place once every two months or more, but less than once a month this academic year. d) Have taken place once a month or more this academ	ic	
S - 1 - 2	п	year. e) Data insufficient for rating. f) Question not applicable.		
R		2. Meetings for training, exchange of information and discussion for PDC parents.		2.
	\$ *	a) Have not taken place this academic year. b) Have taken place less than once every two months this academic year.		
		c) Have taken place once every two months or more, but less than once a month this academic yeard) Have taken place once a month or more this academ	ic	
	4	year. e) Data insufficient for rating. f) Question not applicable.		

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SR	3. Meetings for training, exchange of information and	3
	discussion for PDC Council members	
		'·
# · · · · · · · · · · · · · · · · · · ·	a) Have not taken place this/academic year. A	
•	b) Have taken place less than once every two months this	
	academic year.	•
	c) Have taken place once every two months or more,	
,-	but less than once a month this academic year.	
*		
•	d) Have taken place once a month or more this academic	1
•	year.	1
	e) Data insufficient for rating.	
· v	f) Question not applicable.	
		, ,
SR	4. Meetings for training, exchange of information and	4.
	discussion for PDC program staff	
· · · · · · · · · · · · · · · · · · ·		
	a) Have not taken place this academic year.	
	b) Have taken place less than once every two months this,	
	academic year.	1
	c) Have taken place once every two months or more,	•
	but less than once a month this academic year.	
	d) Have taken place once a month or more this academic	i -
	year.	
w.	e) Data insufficient for rating.	
	f) Question not applicable.	
SR	5. Most PDC Head Start teachers	5.9
		~.
*	a) PDC Training sessions for Head Start teachers have	1
	_ 	. (
$\frac{1}{2} \left(\frac{1}{2} \right) \right) \right) \right) \right)}{1} \right) \right) \right)} \right) \right) \right) \right) \right) \right)} \right) \right) \right)} \right) \right)} \right) \right)}$	taken place less than once every two months this	, \
*	academic year.	
	b) Have not attended PDC training sessions for teachers.	
	c) Have attended some of the PDC training sessions for	
*	teachers.	
)	d) Have attended almost all PDC training sessions for	
1	teachers.	
7 - 1	e) Data insufficient for rating.	
	f) Question not applicable.	
•		*
R .	6. Most PDC elementary teachers	OK.
ON .	o. Most I Do elementary teachers	—••
	A DDG A COLOR OF THE AGE AND A COLOR OF THE A	
•	a) PDC training sessions for Head Start teachers have	·
	taken place less than once every two months this	
	academic year.	
•	b) Have not attended PDC training sessions for teachers.	, . •
7	c) Have attended some of the PDC training sessions for	
	teachers.	
V	. d) Have attended almost all PDC training sessions for	
	teachers.	
	e) Data insufficient for rating.	
3		
IC.	i) Question not applicable. 154	

SR	7. Most PDC Council members	7
	a) Training sessions for PDC Council members have taken place less than once every two months this	\
	academic year.	٠ }
	b) Have not attended PDC training sessions for Council	. •
•	members.	
	c) Have attended some of the PDC training sessions for Council members.	h
	d) Have attended almost all of the PDC training sessions	•
	for Council members.	
i e e e e e e e e e e e e e e e e e e e	e) Data insufficient for rating.	
	f) Question not applicable.	
SR	8. Most PDC program staff	8
en en en en en en en en en en en en en e	a) Training sessions for PDC program staff have taken place less than once every two months this academic	
en de la companya de la companya de la companya de la companya de la companya de la companya de la companya de La companya de la companya de la companya de la companya de la companya de la companya de la companya de la co	year.	
	b) Have not attended PDC training sessions for PDC	
	program staff.	
	c) Have attended some of the PDC training sessions for	
•	PDC program staff.	
	d) Have attended almost all PDC training sessions for	
•	PDC program staff.	
	e) Data insufficient for rating:	
	f) Questions not applicable.	
SR	9. What percentage of the Head Start parents have attended	9
P:3d	at least one PDC training session is academic year?	7
* · · · · · · · · · · · · · · · · · · ·	a) None or few (0-20%) or training has taken place less	
,	than once every two months this academic year.	
		ŀ
	c) Most (51-80%).	
	d) Almost all or all (81-100%).	
·	e) Data insufficient for rating.	
	f) Question not applicable.	
SR		0.
P:'3d	at least one PDC training session this academic year?	
₩ \	a) None or few (0-20%) or training has taken place less	
	a) None or few (0-20%) or training has taken place less than once every two months this academic year.	
*	b) Some (21-50%).	
•	c) Most (51-80%)	•
	d) Almost all or all (81-100%).	
*	e) Data insufficient for rating.	
•		,

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r.je .	11. How many <u>Head Start parents</u> have attended almost all .
	PDC training sessions for parents this academic year?
	the state of the s
£ •	a) Training sessions have not taken place at least once
The state of the s	every two months or Head Start parents have not
	attended PDC training sessions.
	b). Less than 10.
4.4.	c) Between 10 and 25.
	d) More than 25.
	e) Data insufficient for rating.
	f) Question not applicable.
P:3e	12. How many elementary parents have attended almost all
.,,,,	PDC training sessions for parents this academic year?
•	
•	a) Training sessions for parents have not taken place
	at least once every two months or elementary
•	parents have not attended PDC training sessions.
	b) Less than 10.
A	c) Between 10 and 25.
•	d) More, than 25.
	e) Data insufficient for rating.
	f) Question not applicable.
	The state of the s

B. Judgmental Rating Scales

SUBCOMPONENT: Scheduled Training Sessions

Before continuing with your ratings of the multiple choice questions, we would like to get your impressions of the level of implementation of this subcomponent using an alternate technique) Based on everything you know about this site, how would you rate the level of implementation of this subcomponent with respect to the following dimensions: (Please explain any "not applicable or "uncodable" ratings)

PLEASE CIRCLE YOUR ANSWERS CLEARLY

Breadth of Implementation: Among those who could or should be involved in the implementation of this subcomponent, what is the extent of actual involvement?

none a narrow moderate broad mot applicable uncodable

2. <u>Intensity of Implementation:</u> Among those responsible for implementating this subcomponent, what is the level of attention, energy, or importance given to its implementation?

none low moderate high not applicable uncodable

3. Effectiveness of Elements in Terms of Organizational Acceptance:
Among those affected by implementation of this subcomponent (i.e., parents, teachers, council members, etc., but not PDC staff) what level of satisfaction or approval has been shown?

none low moderate high not applicable uncodable

4. Overall Level of Implementation: Based on the above ratings and any other information you have, what is your general assessment of the overall implementation level of this factor?

none low moderate high, not applicable γ uncodable

If your codings on these scales conflict with the ratings given on the preceding IRI questions, please attempt to explain that conflict below:

ORIENTING PDC TEACHING STAFF, PARENTS, COUNCIL MEMBERS AND PROGRAM STAFF TO PDC CONCEPTS AND IDEAS.

Training in the concept of Developmental Continuity must be provided for all PDC staff and Council members, teaching staff and interested parents. It must include a review and discussion of the philosophy, goals, basic principles and required elements of the program as stated in these [OCD] Guidelines as, well as locally designed goals and objectives as stated in the community's operational year proposal. (Copies of the proposal must be made available to interested persons.) This training should also include an orientation to the organization, requirements and goals and philosophy of the local Head Start and school programs. Copies of the Head Start performance standards should be made available to all interested persons." Similarly, written statements of the school's philosophy and operational procedures, if available, should also be distributed to interested persons." (RE #1)

Multiple Choice Questions

13. Training for all Head Start teachers must include a review and discussion of 1) the philosophy, goals and basic principles and required elements of the program as stated in the Guidelines; 2) the locally agreed upon goals and objectives as stated in the community's operational year proposal; 3) the organization, philosophy and goals of the local Head Start program and 4) the organization, philosophy and goals of the school program.

a) Training has not taken place or none of the above has been included in training.

Training has included one of the above. b)

⟨ c) Training has included two or three of the above.

Training has included all four of the above. d)

Data insufficient for rating.

Question not applicable.



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14. Training for all elementary teachers must include a review and discussion of 1) the philosophy, goals and basic principles and required elements of the program as stated in the Guidelines; 2) the locally agreed upon goals and objectives as stated in the community's operational year proposal; 3) the organization; philosophy and goals of the local Head Start program and 4) the organization, philosophy and goals of the school program.

a)	Training has not taken place or none of t	he above	has
•	been included in training.		
ъ)	Training has included one of the above.	نو	÷

c) Training has included two or three of the above.

d) Training has included all four of the above.

e) Data insufficient for rating.

f) Question not applicable.

SR

15. Based on the information available, what percentage of the Head Start teachers were involved in whatever training had been provided in relation to question 13?

__a) None or few (0-20%).

b) Some (21-50%).

c) Most (51-80%).

d) Almost all or alf (81-100%).

e) Data insufficient for rating.

f) Question not applicable.

SR

16. Based on the information available, what percentage of the elementary teachers were involved in whatever training had been provided in relation to question 14?

_a) None or few (0-20%).

b) Some (21-50%).

c) Most (51-805).

___d) Almost all or all (81-100%).

e) Data insufficient for rating. .

f) Question not applicable.

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	17. If anning for an inead start parents must include a review	
	and discussion of 1) the philosophy, goals and basic	1.
1	principles and required elements of the program as stated	ľ
	in the Guidelines; 2) the locally agreed upon goals and	ı
	objectives as stated in the community's operational year	١,
•	proposal; 3) the organization, philosophy and goals of the	ı
	local Head Start program and 4) the organization,	
-	philosophy and goals of the school program.	1
	philosophy and goars of the school program.	ļ
Sq.	a) Training has not taken place or none of the above has	ı
	\	
	been included in training.	
	b) Training has included one of the above.	١.
	c) Training has included two or three of the above.	
	d) Training has included all four of the above.	
	e) Data insufficient for rating.	l
	f) Question not applicable.	
SR	18. Training for all elementary parents must include a review	
	and discussion of 1) the philosophy, goals and basic	ĺ
	principles and required elements of the program as stated	ĺ
	in the Guidelines; 2) the locally agreed upon goals and	ĺ
	objectives as stated in the community's operational year	
	proposal; 3) the organization, philosophy and goals of the	
~	local Head Start program and 4) the organization,	1 _
	philosophy and goals of the school program.	a
	philosophy and goals of the school program.	
	to) Training had not taken place for none of the should be	
	a) Training has not taken place or none of the above has	
	been included in training	
	b) Training has included one of the above.	
	c) Training has included two or three of the above.	
·	d) Training has included all four of the above.	
	e) \ Data insufficient for rating.	
	f) Question not applicable	
SR		, =
3 K -	19. Based on the information available, what percentage of	
	Head Start parents were involved in whatever training	
	had been provided in relation to question 17?	
	a). None or few (0-20%).	
	b) Some (21-50%).	
	c) Most (51-80%).	
	d) Almost all or all (81-100%)	
	e) Data insufficient for rating.	
	f) Question not applicable.	
	•	

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S(R		20. Based on the information available, what percentage of	20.
	4	elementary parents were involved in whatever training	20.
	/	had been provided in lation to question 18?	•
•	y	a) None or few (0-20%).	
		b) Some (21-50%).	· · · · · · · · ·
		c) Most (51-80%).	1,
		d) Almost all or all (81-100%).	
•		e) Data insufficient for rating.	· 📠
		f) Question not applicable.	
n.	, %		i.
SR 👻		21. Training for all PDC program staff must include a review	21.
		and discussion of 1) the philosophy, goals and basic	~
		principles and required elements of the program as stated	*.
· .	4	in the Guidelines; 2) the locally agreed upon goals and	
		objectives as stated in the community's operational year	
		proposal; 3) the organization, philosophy and goals of the	
		local Head Start program and 4) the organization,	
	v	philosophy and goals of the school program.	
4			•
+		a) Training has not taken place or none of the above has	
		been included in training.	
		b) Training has included one of the above.	
	*	c) Training has included two or three of the above.	
•		d) Training has included all four of the above.	, ,
		e) Data insufficient for rating.	
		f) Question not applicable.	
	ì		, ' -
SR		22. Training for all PDC Council members must include a	22.
		review and discussion of 1) the philosophy, goals and	-
		basic principles and required elements of the program as	. 💂
		stated in the Guidelines; 2) the locally agreed upon goals	_
		and objectives as stated in the community's operational	,
		year proposal; 3) the organization, philosophy and goals	
•	4	of the local Head Start program and 4) the organization,	
		philosophy and goals of the school program.	
	1		-
		a) Training has not taken place or none of the above has	
		been included in training.	
		b) Training has included one of the above.	
		c) Training has included two or three of the above	<u></u>

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__d)

__ _e) _f) Training has included all four of the above.

Data insufficient for rating.

Question not applicable.

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23.

23. Copies of the a)Guidelines, b) proposal, c) final budget, d) Head Start Performance Standards and e) written statements of the school's philosophy and operational procedures must be made available to interested persons.

a) None of the above has been made available to interested persons.
b) One or two of the above have been made available to interested persons.
c) Three or four of the above have been made available to interested persons.
d) All five of the above have been made avialable to interested persons.

e) Data insufficient for rating.

__f) Question not applicable.

3. Judgmental Rating Scales

SUBCOMPONENT: Orienting PDC Teaching Staff, Parents, Council Members, and Program Staff to PDC Concepts and Ideas

Before continuing with your ratings of the multiple choice questions, we would like to get your impressions of the level of implementation of this subcomponent using an alternate technique. Based on everything you know about this site, how would you rate the level of implementation of this subcomponent with respect to the following dimensions: (Please explain any "not applicable or "uncodable" ratings)

PLEASE CIRCLE YOUR ANSWERS CLEAREY

1. Breadth of Implementation: Among those who could or should be involved in the implementation of this subcomponent, what is the extent of actual involvement?

none narrow moderate broad not applicable uncodable

2. <u>Intensity of Implementation:</u> Among those responsible for implementating this subcomponent, what is the level of attention, energy, or importance given to its implementation?

none low moderate high not applicable uncodable

3. Effectiveness of Elements in Terms of Organizational Acceptance:
Among those affected by implementation of this subcomponent (i.e., parents, teachers, council members, etc., but not PDC staff) what level of satisfaction or approval has been shown?

none low moderate high not applicable uncodable

4. Overall Level of Implementation: Based on the above ratings and any other information you have, what is your general assessment of the overall implementation level of this factor?

none low moderate high not applicable uncodable

If your codings on these scales conflict with the ratings given on the preceding IRI questions, please attempt to explain that conflict below:

24.

SUBCOMPONENT III. TRAINING ACTIVITIES FOR PARENTS PARTICI-PATING IN THE HEAD START CENTER AND SCHOOL.

"Training must be provided for parents in the areas of decision and policy making so that they may participate as full members of the PDC Council and its component subcommittees."

"...training in how to work with teaching and administrative staff must be made available to parents." (RE #3)

"Training must be provided for parents working in paid or volunteer positions in Head Start or school classrooms. The training should reflect the roles agreed upon by the parent and supervising teacher and should be planned to build upon the existing skills of the parent as well as the areas of classroom, need trated by the teacher. It is assumed that ongoing training will be provided by the supervising teacher. When training is provided by persons other than the supervising teacher, the teacher should assist in planning, and participate in or be aware of the content of the training sessions." (RE #4)

A. Multiple Choice Questions

24. Training activities for parents in the areas of decision-making and policy-making

a) Have not been planned this academic year.
b) Have been planned, but have not taken place this acadmic year.
c) Have taken place at the Head Start level or elementary level, but not at both levels.
d) Have taken place at both the Head Start and elementary levels.
e) Data insufficient for rating.
f) Question not applicable.

25. Based on the information available, how many Head Start parents were involved in training activitites in the areas of decision-making and policy-making this academic year?

a)	None
b)	Less than 10.
c)	Between 10 and 26.
d)	More than 25.
e	Data insufficient for rating
f)	Edestion not applicable.

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SR	Based on the information available, how many elementary parents were involved in training activities in the areas of decision-making and policy-making this academic year?
Ą	
• 1	a) (None
	b) Less than 10. c) Between 10 and 25.
•	the second of th
;	
	e) Data insufficient for rating. f) Question not applicable.
SR	27. Training activities for parents in how to work with
.=	teaching and administrative staff
	· ************************************
	a) Have not been planned for this academic year.
· A	b) Have been planned, but have not taken place at
*	either the Head Start or elementary level.
	c), Have taken place at either the Head Start or elemen-
	tary level, but not at both levels.
	d) Have taken place at both the Head Start and elemen-
	tary levels.
	e) Data insufficient for rating.
	f) Question not applicable.
	28. Based on the information available, how many
SR ,	Head Start parents were involved in training activities
à à	in how to work with teaching and administrative staff?
	a) None.
	b) Less than 10.
	c) Between 10 and 25.
•	More than 25.
i	e) Data insufficient for rating.
,	f) Question not applicable.
• •	a .
SR	29. Based on the information available, how many
• •	elementary parents were involved in training activities
/	in how to work with teaching and administrative staff?
	a) None.
	b) Less than 10.
•	g) Between 10 and 25.
	d) More than 25.
	e) Data insufficient for rating.
	/f) Question not applicable.

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P1:10 SR	30. What percentage of parents working in volunteer positions in Head Start classrooms received appropriate classroom-	30
	related training this academic year?	Rea
<u>,</u>	a) Training has not been provided during the academic	
	year or no PDC parents regularly volunteer in Head	
•	Start classrooms.	
	b) None, few or some (0-50%). c) Most (51-80%).	
	d) All or almost all (81-100%).	
· ·	e) Data insufficient for rating.	
	f) Question not applicable.	
P1:10	31. What percentage of parents working in volunteer positions	2.1
SR	31. What percentage of parents working in volunteer positions in elementary classrooms received appropriate classroom-	31
	related training this academic year?	•
	a) Training has not been provided during this academic	
•	year or no PDC parents regularly volunteer in elemen-	
•	tary classroomsb) None, few or some (0-50%).	*
		1
	d) All or almost all (81-100%).	* *
	e) Data insufficient for rating.	
	f) Question not applicable.	,
T1:14c'	32. Based on the information available, program participants	32.
PI:4e	believe training for Head Start parents who serve as	4
	volunteers in the classroom	(
•	a) Has not taken place or there are no parent volunteers.	*
	b) Has taken place, but was ineffective.	• ,
	c) Has taken place and was moderately effective.	
\$ 1	d) Has taken place and was very effective.	
•	e) Data insufficient for rating. f) Question not applicable.	
	f) Question not applicable.	
T1:14c	33. Based on the information available, program participants	33.
P1:4e	believe training for elementary parents who serve as	*
a	volunteers in the classroom	ž
$\frac{1}{\Lambda} = \frac{1}{2} \left(\frac{1}{2} + \frac{1}{2} \right)$	a) Has not taken place of there are no parent volunteers.	
e de la companya de l	b) Has taken place, but was ineffective.	,
•	c) Has taken place and was moderately effective.	
•	d) Has taken place and was very effective.	
	e) Data insufficient for rating. f) Question not applicable.	
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• •	
T1:14	34. Appropriate classroom-related training for parent
P1:10	volunteers at the <u>Head Start level</u>
SR	voidiliteers at the Head Start level
ۥ # ==	a) Has not been provided during the academic year.
	b) Has been provided, but the supervising teachers have
	had little or no input into the content of training and
• •	were not made aware of the training content.
·	c) Has been provided, and the supervising teachers have
	had little or no input into the content of training, how-
	ever, but they were made aware of training content.
• •	d) Has been provided by 1) persons other than the super-
•	vising teachers with some input from the supervising
	teachers, or 2) by the supervising teachers on an on-
	going basis.
	e) Data insufficient for rating.
	f) Question not applicable.
11:14	35. Appropriate classroom-related training for parent
21:10	volunteers at the elementary level
S R	Torumbools at the crementary level
	a) Has not been provided during the academic year.
. 9	b) Has been provided, but the supervising teachers have
	had little or no input into the content of training and
	were not made aware of the training content.
·	c). Has been provided, and the supervising teachers have
	had little or no input into the content of training, how-
	ever, but they were made aware of the training content.
1	d) Has been provided by 1) persons other than the super-
	vising teachers with some input from the supervising
<u></u>	teachers, or 2) by the supervising teachers on an on-
	going basis.
	e) Data insufficient for rating.
	f) Question not applicable.
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B. Judgmental Rating Scales

SUBCOMPONENT: Training Activities for Parents Participating in Head Start Center and School.

Before continuing with your ratings of the multiple choice questions, we would like to get your impressions of the level of implementation of this subcomponent using an alternate technique. Based on everything you know about this site, how would you rate the level of implementation of this subcomponent with respect to the following dimensions: (Please explain any "not applicable or "uncodable" ratings)

PLEASE CIRCLE YOUR ANSWERS CLEARLY

Breadth of Implementation: Among those who could or should be involved in the implementation of this subcomponent, what is the extent of actual involvement?

none narrow moderate broad not applicable uncodable

2. <u>Intensity of Implementation:</u> Among those responsible for implementating this subcomponent, what is the level of attention, energy, or importance given to its implementation?

none low moderate high not applicable uncodable

3. Effectiveness of Elements in Terms of Organizational Acceptance: Among those affected by implementation of this subcomponent (i.e., parents, teachers, council members, etc., but not PDC staff) what level of satisfaction or approval has been shown?

none low moderate high not applicable uncodable

4. Overall Level of Implementation: Based on the above ratings and any other information you have, what is your general assessment of the overall implementation level of this factor?

none low moderate high not applicable uncodable

If your codings on these scales conflict with the ratings given on the preceding IRI questions, please attempt to explain that conflict below:

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SUBCOMPONENT IV. TRAINING FOR PARENTS IN WORKING WITH THEIR OWN CHILDREN.

"Training in the area of child growth and development must also be provided for parents. This training should focus on children's cognitive, language, physical, social-emotional, nutritional, medical and dental needs. Training sessions should include information on community resources available to help parents meet these needs. The training should be designed so that parents can enhance their own child-rearing skills and their availability to examine and evaluate educational curricula and practices in light of principles of child development."... (RE #4)

Training for Head Start parents in the area of child growth

and development must focus on 1) cognitive needs,

A. Multiple Choice Questio

36.

SR

	2) language needs, and 3) social-emotional needs.
	a) Training has not taken place; or none of the above has been included in the training this academic year.
ę.	b) Training has included one of the above.
	c) Training has included two of the above.
•	d) Training has included all three of the above.
	e) Data insufficient for rating.
-	f) Question not applicable.
**	
SR.	37. Training for elementary parents in the area of child
ZIN -	growth and development must focus on 1) cognitive needs,
•	2) language, needs, and 3) social-emotional needs.
	a) Training has not taken place; or none of the above
•	has been included in the training this academic year.
	b) Training has included one of the above.
	c) Training has included two of the above.
	d) Training has included all three of the above.
	e) Data insufficient for rating.
	f) Question not applicable.
R	38. Training for Head Start parents in the area of child growth
	and development must focus on 1) physical needs, 2) nutri-
4	tional needs, 3) medical needs, and 4) dental needs.
•	
	a) Training has not taken place; or none of the above
<u> </u>	has been included in the training this acacemic year.
	b) Training has included one of the above.
	c) Training has included two or three of the above.
	d) Training has included all four of the above.
	e) Data insufficient for rating.
	f) Question not applicable.
<u>_</u>	**

٠	•	•

\$K	growth and development must focus on 1) physical needs, 2) nutritional needs, 3) medical needs, and 4) dental needs.	39
	a) Training has not taken place; or none of the above has been included in the training this academic year. b) * Training has included one of the above. c) Training has included two or three of the above. d) Training has included all four of the above. e) Data insufficient for rating. f) Question not applicable.	
`SR	40. Training sessions for parents on child growth and development	40
	a) Have not taken place. b) Did not include information on community resources available to meet children's growth and developmental needs. c) Included information on available community resources and was held at the Head Start level or elementary level, but not at both levels. d) Included information on available community resources and was held at both the Head Start and elementary levels. e) Data insufficient for rating. f) Question not applicable.	,
SR	41. Training sessions on child growth and development for Head Start parents	41
•	a) Have not been plannedb) Have been planned, but have not taken place this academic yearc) Have taken place less than once a month this academic year.	•
	d) Have taken place once a month or more this academic year. e) Data insufficient for rating. f) Question not applicable.	

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SR		42. Training sessions on child growth and development for elementary parents.
		 a) Have not been planned. b) Have been planned, but have not taken place this academic year. c) Have taken place less than once a month this academic year. d) Have taken place once a month or more this academic
ъ.; Т		d) Have taken place once a month or more this academic yeare) Data insufficient for ratingf) Question not applicable.
SR		43. Based on the information available, how many Head Start parents attended at least one training session on child growth and development this academic year?
	-	a) None b) Less than 10. c) Between 10 and 25. d) More than 25. e) Data insufficient for rating. f) Question not applicable.
SR	<i>e</i>	44. Based on the information available, how many elementary parents attended at least one training session on child growth and development this academic year?
· •		a) None. ° b) Less than 10. c) Between 10 and 25. d) More than 25. e) Data insufficient for rating. f) Question not applicable.
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B. Judgmental Rating Scales

SUBCOMPONENT: Training for Parents in Working with their Own Children

Before continuing with your ratings of the multiple choice questions, we would like to get your impressions of the level of implementation of this subcomponent using an alternate technique. Based on everything you know about this site, how would you rate the level of implementation of this subcomponent with respect to the following dimensions: (Please explain any "not applicable or "uncodable" ratings)

PLEASE CIRCLE YOUR ANSWERS CLEARLY

Breadth of Implementation: Among those who could or should be involved in the implementation of this subcomponent, what is the extent of actual involvement?

none narrow moderate broad not applicable uncodable

2. <u>Intensity of Implementation:</u> Among those responsible for implementating this subcomponent, what is the level of attention, energy, or importance given to its implementation?

none low moderate high not applicable uncodable

3. Effectiveness of Elements in Terms of Organizational Acceptance:
Among those affected by implementation of this subcomponent (i.e., parents, teachers, council members, etc., but not PDC staff) what level of satisfaction or approval has been shown?

none low moderate high not applicable uncodable

4. Overall Level of Implementation: Based on the above ratings and any other information you have, what is your general assessment of the overall implementation level of this factor?

none low moderate high not-applicable uncodable

If your codings on these scales conflict with the ratings given on the preceding IRI questions, please attempt to explain that conflict below:

SUBCOMPONENT V. TRAINING FOR TEACHING STAFF AND ADMINISTRATORS IN PROVIDING FOR CHILDREN'S GROWTH AND DEVELOPMENT.

"Training must be provided for all Head Start and school teaching staff and must include sessions in child growth and development, methods of individualizing instruction and teaching developmentally appropriate basic skills. It must include training in the use of the diagnostic and evaluative system necessary to individualize instruction." (RE #2)

"Training should be oriented to meeting the developmental needs of the total child, and should include information related to supportive, medical, dental, psychological, nutritional and social services..." (BP # 2)

"Training in how to work with parents must be provided for Head Start-and school staff, including administrators." (RE #5)

Multiple Choice Questions

45. Training sessions on child growth and development for Head Start feachers

___a) Have not been planned.

b) Have been planned, but have not taken place this academic year.

____c) Have taken place less than once a month this academic year.
___d) Have taken place once a month or more this academic

year.

e) Data insufficient for rating.

___f) Question not applicable.

46. Training sessions on child growth and development for elementary teachers

___a) Have not been planned.
__b) Have been planned, but have not taken place this academic year.

____c) Have taken place less than once a month this academic year.

d) Have taken place once a month or more this academic year.

e) Data insufficient for rating.

___f) Question not applicable.

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SR	47. Training sessions for Head Start teachers should include information on the 1) medical, 2) dental, 3) psychological, 4) social and 5) nutritional services that are available in the community.	47
	a) Training sessions have not taken placeb) Training has included 1 or 2 of the abovec) Training has included 3 or 4 of the aboved) Training has included all 5 of the abovee) Data insufficient for ratingf) Question not applicable.	
SR	48. Training sessions for elementary teachers should include information on the 1) medical, 2) dental, 3) psychological, 4) social and 5) nutritional services that are available in the community.	48
	a) Training sessions have not taken placeb) Training has included 1 or 2 of the abovec) Training has included 3 or 4 of the aboved) Training has included all 5 of the abovee) Data insufficient for ratingf) Question not applicable.	
SR -	49. Based on the information available, what percentage of the Head Start teachers attended at least one training session on child growth and development this academic year?	49
	a) None or few (0-20%)b) Some (21-50%)c) Most (51-80%)d) Almost all or all(81-100%)e) Data insufficient for ratingf) Question not applicable.	
SR	50. Based on the information available, what percentage of the elementary teachers attended at least one training session on child growth and development this academic year?	50
	a) None or few (0-20%)b) Some (21-50%)c) Most (51-80%)d) Almost all or all (81-100%)e) Data insufficient for ratingf) Question not applicable.	

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T1 15	51. According to Head Start teachers interviewed has training	
T1:15a	b	51
	in child growth and development been useful to Head Start	
	teachers in their day-to-day classroom activities?	
		,
	a) Training has not taken place or less than 20% attended.	
	b) Training has not been useful.	
	c) Training has been moderately useful.	
4 - y	d) Training has been very useful.	
•	e) Data insufficient for rating.	
	f) Question not applicable.	
		ย์•9
TI:15a)	52. According to elementary teachers interviewed, has training	E 2
,	in child growth and development been useful to elementary	52
•	teachers in their day to day all agreement ary	
	teachers in their day-to-day classroom activities?	
	a) Training has not to be	
	a) Training has not taken place or less than 20% attended.	
	b) Training has not been useful.	
	c) Training has been moderately useful.	
	d) Training has been very useful.	
	e) Data insufficient for rating.	
	f) Question not applicable.	
SR	53. Training for Head Start teachers this academic year has	53.
	included sessions on 1) the use of the PDC diagnostic and	
	evaluative system, 2) methods of individualizing instruc-	
	tion and 3) teaching developmentally appropriate basic	
	skills.	
	r-c	
	a). No training has taken place this academic year.	
	b) Training included one of the above.	
e	c) Training included two of the above.	
	e) Data insufficient for rating.	*
-	f) Question not applicable.	
SR	54. Training for elementary teachers this academic year has	54
	included sessions on 1) the use of the PDC diagnostic and	
	evaluative system, 2) methods of individualizing instruc-	
	tion and 3) teaching developmentally appropriate basic	į
•	skills.	
_		
	a) No training has taken place this academic year.	
	b) Training included one of the above.	
	c) Training included two of the above.	
	d) Training included all three of the abo	
	e) Data insufficient for rating.	
	f) Question not applicable.	1
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SR 55. Based on the information available, what percentage of the Head Start teachers attended at least one training session	55
on the PDC diagnostic and evaluative system this academic year?	, . .
a) None or few (0-20%).	
b) Some (21-50%) C) Most (51-80%).	r ·
d) Almost all or all (81-100%).	
e) Data insufficient for ratingf) Question not applicable.	
SR 56. Based on the information available, what percentage of the elementary teachers attended at least one training session on the PDC diagnostic and evaluative system this academic year?	56
a) None or few (0-20%). b) Some (21-50%).	
c) Most (51-80%).	
d) Almost all or all (81-100%).	,
e) Data insufficient for rating.	
f) Question not applicable.	* :
T1:15b 57. According to Head Start teachers interviewed, has training in the PDC diagnostic and evaluative system been useful to Head Start teachers in implementing the PDC diagnostic and evaluative system in their classroom?	57
a) Training has not taken place or less than 20% attended.	
b) Training has not been useful.	
c) Training has been moderately useful. d) Training has been very useful.	
d) Training has been very usefule) Data insufficient for rating.	3
f) Question not applicable.	<i>8</i> - 1
II:15b 58. According to elementary teachers interviewed has training	2.
58. According to elementary teachers interviewed, has training in the PDC diagnostic and evaluative system been useful to	58
elementary teachers in implementing the PDC diagnostic and evaluative system in their classrooms?	
a) Training has not taken place or less than 20% attended. b) Training has not been useful.	F
c) Training has been moderately useful.	•
d) Training has been very useful.	
e). Data insufficient for rating.	1
f) Question not applicable.	



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	kn.	552.5
SR	59. Based on the information available, what percentage of the	59.
JK .	Head Start teachers attended at least one training session	1 23
•	on methods of individualizing instruction this academic	
i	year?	
	a) None or few (0-20%).	
ė	b) Some (21-50%).	
	c) Most (51-80%).	
	d) Almost all or all (81-100%).	
	e) Data insufficient for rating.	
,	f) Question not applicable.	
SR	60. Based on the information available, what percentage of the	60
	elementary teachers attended at least one training session	
b	on methods of individualizing instruction this academic	
	year?	
	a) None or few (0-20%).	•
	b) Some (21-50%).	ge !!
	c) Most (51-80%).	
i = i	d) Almost all or all (81-100%).	
	e) Data insufficient for ratingf) Question not applicable.	-
ž.		
TI:15c	61. According to Head Start teachers interviewed, has training	61.
; 73	in methods of individualizing instruction been useful to	··-
	Head Start teachers in implementing an individualized	
	instructional approach in their classrooms?	
	- (
	a) Training has not taken place or less than 20% attended.	
	b) Training has not been useful.	
·	c Training has been moderately useful.	
	d) Training has been very useful.	
·	e) Data insufficient for rating.	
,	f) Question not applicable.	
T1:15c #		
11.170	62. According to elementary teachers interviewed, has training	62
i .	in methods of individualizing instruction been useful to elementary teachers in implementing an individualized	
•	instructional approach in their classrooms?	
•	a) Training has not taken place or less than 20% attended.	
	b) Training has not been useful.	
	c) Training has been moderately useful.	
	d) Training has been very useful.	
,	e) Data insufficient for rating.	
	f) Question not applicable.	
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Based on the information available, what percentage of the Head Start teachers attended at least one training session on teaching developmentally-appropriate basic skills this academic year?

- None or few (0-20%). a.)
- Some (21-50%). ъ)
- c) ' Most (51-80%).
- Almost all or all (81-100%). d)
- e) Data insufficient for rating.
- f) Question not applicable.

SR

Based on the information available, what percentage of the elementary teachers attended at least one training session on teaching developmentally appropriate basic skills this academic year?

- None or few (0-20%).
- ..p) Some (21=50%).
 - ·c), Most (51-80).
- Almost all or all (81-100%). d)
- Data insufficient for rating. e)
 - Question not applicable. f)

T:15d

According to Head Start teachers interviewed, has training 65. in teaching developmentally-appropriate basic skills been useful to Head Start teachers in their day-to-day classroom activities?

Training has not taken place or less than 20% attended. a)

- Training has not been useful. b)
- Training has been moderately useful. c)
- d) Training has been very useful.
- e) Data insufficient for rating.
- f) Question not applicable.

TI:15d

66. According to elementary teachers interviewed, has training in teaching developmentally-appropriate basic skills been useful to elementary teachers in their day-to-day classroom activities?

Training has not taken place or less than 20% attended. a) Training has not been useful. b)

- Training has been moderately useful. c).
- Training has been very useful. d)
- , е) Data ins ficient for rating.
- Question not applicable. f)

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SR	67. Training activities for Head Start and elementary staff,	67.
*	including administrators, in how to work with parents	"''-
₩	The state of the s	
**************************************	a) Have not been planned during the academic year.	
	b) Have been planned, but were not held during the	
	academic year.	
٠	c) Have been held at the Head Start level or classest	
4		
	level, but not both levels.	
1 4 5	d) . Have been held at both Head Start and elementary	·
	levels, in the second of the s	
-	e) Data insufficient for rating.	
	f) Question not applicable.	
SR	68. Based on the information available, what percentage of the	68.
	Head Start teachers attended at least one training session	00.
	on working with parents this academic year?	
	The state of the s	
a da	a) None or few (0-20%).	
	b) Some (21-50%).	
Programme Contraction	c) Most (51-80%).	: .
	d) Almost all or all (81-100%).	
	e) Data insufficient for rating.	
	f) Question not applicable.	
SR	6 0 B 00-1 1	
	69. Based on the information available, what percentage of the	69.
	elementary seachers attended at least one training session	`
1	on working with parents this academic year?	1.
		eneman eneman eneman en en eneman en en en en en en en en en en en en en
en in de manuel en en en en en en en en en en en en en	a) None or few (0-20%).	
	b) Some (21-50%).	, :
. 3	c) Most (51-80%).	,
ter en e	d) Almost all or all (81:100%).	
	e) Data insufficient for rating.	:
	Question not applicable.	. t
.SR	70. Training in how to work with parents.	70
		¥0.,
	a) Has not taken place this academic war.	
- 4 (± 1)	b) Has taken place, but Head Start and elements	
	Flavo, our read bear and elementary	-
	administrators did not attend at least one session. c) Has taken place and Head Start or elementary.	
	administrators attended at least one session, but	
•	both levels did not attend.	
	d) Has taken place and both Head Start and elementary	· 1
· · · · · · · · · · · · · · · · · · ·	administrators attended at least one session.	
Š-		
	e) Data insufficient for rating.) ,
Fai	e) Data insufficient for rating. Question not applicable.) ,

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71. According to <u>Head Start teachers</u> interviewed, has training in how to work with parents been useful to Head Start teachers in their day-to-day teaching activities?.

- a) Training has not taken place or less than 20% attended.
- ___b) Training has not been useful.
- __c) Training has been moderately useful.
 - _d) Training has been very useful.
 _e) Data insufficient for rating.
- f) Question not applicable.

TI:15e

- 72. According to elementary teachers interviewed, has training in how to work with parents been useful to elementary teachers in their day-to-day teaching activities?
 - ____a) Training has not taken place or less than 20% attended.
 - ____b) Training has not been useful.
 - __c) Training has been moderately useful.
 - ___d) Training has been very useful.
 - e) Data insufficient for rating.
 - f) Question not applicable.

B. Judgmental Rating Scales

SUBCOMPONENT: Training for Teaching Staff and Administrators in Providing for Children's Growth and Development

Before continuing with your ratings of the multiple choice questions, we would like to get your impressions of the level of implementation of this subcomponent using an alternate technique. Based on everything you know about this site, how would you rate the level of implementation of this subcomponent with respect to the following dimensions: (Please explain any "not applicable or "uncodable" ratings)

PLEASE CIRCLE YOUR ANSWERS CLEARLY

Breadth of Implementation: Among those who could or should be involved in the implementation of this subcomponent, what is the extent of actual involvement?

nones narrow moderate broad not applicable uncodable

2. <u>Intensity of Implementation:</u> Among those responsible for implementating this subcomponent, what is the level of attention, energy, or importance given to its implementation?

none low moderate high not applicable uncodable

3. Effectiveness of Elements in Terms of Organizational Acceptance:
Among those affected by implementation of this subcomponent (i. e., parents, teachers, council members, etc., but not PDC staff) what level of satisfaction or approval has been shown?

none low moderate high not applicable uncodable

4. Overall evel of Implementation: Based on the above ratings and any other information you have, what is your general assessment of the overall implementation level of this factor?

none low moderate high not applicable uncodable

If your codings on these scales conflict with the ratings given on the preceding IRI questions, please attempt to explain that conflict below:

SUBCOMPONENT VI.

TRAINING FOR TEACHING STAFF, CLASSROOM VOLUNTEERS AND PARENTS IN THE SKILLS NEEDED IN PROVIDING FOR THE NEEDS OF HANDICAPPED CHILDREN.

"Teaching staff and classroom volunteers must receive training in the skills needed to provide special individualized help to handicapped children. Training should provide background information on particular handicapping conditions. It should also provide classroom staff or volunteers with knowledge of any special techniques helpful in working with the children as well as the use of specialized materials.

Local agencies and private physicians and therapists should be encouraged to participate in these sessions. Parents and previous teachers should be included in planning an effective curriculum geared to the child's abilities. Parents should be encouraged to visit the class-room to observe and to offer suggestions based on their own experiences with their handicapped child." (RE #7)

"Special training or super must be made available to parents of handicapped children in order to help them identify their needs and steer them to available community resources. Local community agencies, departments of health and social services, and school district personnel should be mobilized to plan and conduct these sessions." (RE #8)

A. Multiple Choice Questions

d)

SR Training for Head Start and elementary teaching staff in the skills needed to provide special individualized help to handicapped children Has not been planned for this academic year. a) Has been planned, but has not taken place this academic year. Has taken place at the Head Start level or elementary level, but not at both levels this academic year. Has taken place at both the Head Start and elementary levels this academic year. Data insufficient for rating. Question not applicable. 74. Training for Head Start and elementary classroom volunteers in the skills needed to provide special individualized help to handicapped children Has not been planned for this academic year. a) Has been planned, but has not taken place this academic year. Has taken place at the Head Start level or elementary

levels this academic year.

e) Data insufficient for rating.
f) Question not applicable.

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level, but not at both levels this academic year.

Has taken place at both the Head Start and elementary

THE FOLLOWING STATEMENT SHOULD BE READ IN CONJUNCTION WITH QUESTIONS 75-78.

Training for Head Start and elementary teaching staff and volunteers in the skills needed to provide special individualized help to handicapped children should include:

- (1) background information on particular handicapping conditions;
- (2) special techniques helpful in working with such children; and

:	•	(3) the use of special materials.	
SR H:11		75. Training for Head Start teachers	
·		a) Has not been provided.	
		b) Has included one of the above requirements.	
		c) Has included two of the above requirements.	
		d) Has included all of the above requirements.	
		e) Data insufficient for rating.	
	<u></u>	f) Question not applicable.	
SR H:11		76. Training for elementary teachers	
	, A		
		a) Has not been provided.	
		b) Has included one of the above requirements.	
		c) Has included two of the above requirements.	
	•	d) Has included all of the above requirements.	
		e) Data insufficient for rating.	٠
	•	f) Question not applicable.	
SR H:11		77. Training for Head Start classroom volunteers	٠
		a) . Has not been provided.	
	• ' •	b) Has included one of the above requirements:	
	**	c) Has included two of the above requirements.	
		d) Has included all of the above requirements.	
		e) Data insufficient for rating.	
		f) Question not applicable.	
R :11	.]	78. Training for elementary classroom volunteers	
	e €	a) Has not been provided.	
part # g. 15	 	b) Has included one of the above requirements.	
		c) Has included two of the above requirements.	
	•	d) Has included all of the above requirements.	
		e) Data insufficient for rating.	
	a .	f) Question not applicable.	
		-/ Adda to the approant.	

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SR 79. *Based on the information available, what percentage of the Head Start teachers attended at least one training session	79
on providing special individualized help to handicapped children?	المسك
None or few (0-20%).	•
b) Some (21-50%).	
c) Most (51-80%).	
d) Almost all or all (81-100%).	
e) Data insufficient for rating.	
f) Question not applicable.	,
i) &destron not applicable.	
SR 80. Based on the information available, what percentage of the	1
and the state of t	80
dementary teachers attended at least one training session	
on providing special individualized help to handicapped children?	1
Citridit en :	
a) None or few (0-20%).	
b) Some (21-50%).	
c) Most (51-80%).	
d) Almost all or all (81-100%).	
	4
Question not applicable.	
Hille 81. Based on the information available, what percentage of the	
H: lle 81. Based on the information available, what percentage of the Head Start classroom volunteers attended at least one	81
training session on providing special individual to the	
training session on providing special individualized help to handicapped children?	
nandreapped chridren:	
a) None or few (0-20%).	
b) Some (21-50%).	
c) Most (51-80%).	
d) Almost all (81-100%).	
e) Data insufficient for rating.	·
f) Question not applicable.	
61	
1: lle 82. Based on the information available, what percentage of the	
elementary classroom volunteers attended at least one	82
training session on providing special individualized help	* *
to handicapped children?	
, and the state of	
a) None or few (0-20%).	
b) Some (21-50%).	e e e
c) Most (51-80%).	
d) Almost all or all (81-100%).	
e) Data insufficient for rating.	i
f) Question not applicable.	

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H:11	83. According to Head Start teachers interviewed, has training	83.
T1:15f	in the skills needed to provide special individualized help to	85.
******		: " I ,
	handicapped children been useful to Head Start teachers in	
	working with handicapped children in their classrooms?	
	a) Marinian has not halve along on last their 200 other last	
	a) Training has not taken place or less than 20% attended. b) Training has not been useful.	_
	c) Training has been moderately useful.	
	d) Training has been very useful.	
* :	e) Data insufficient for rating.	
)	f) Question not applicable.	
er hez		
T1:15f H:11	84. According to elementary teachers interviewed, has training	84
7.7-1	in the skills needed to provide special individualized help to	
	handicapped children been useful to elementary teachers in	
	working with handicapped children in their classrooms?	
	a) Training has not taken place or less than 20% attended.	(-
	b) Training has not been useful.	
S	c) Training has been moderately useful.	
	d) Training has been moderately useful.	-
**************************************	e) Data insufficient for rating.	
·	f) Question not applicable.	-
H:12	And the second of the second o	
1:1Z	85. In relation to the training activities for Head Start and	.85
	elementary classroom staff and classroom volunteers in	
•	the skills needed to provide special individualized help to	·0 -
	handicapped children, local agencies and private physicians	
	and therapists	
. /		
, .	·a) Have not been encouraged to participate.	
•	b) Have been encouraged to participate, but have not	
	participated.	
• • • • • • • • • • • • • • • • • • •	c) Have been encouraged to participate, and have	
	participated on an irregular basis.	
	d) Have been encouraged to participate, and have	
•	participated on a regular basis.	
	e) Data is sufficient for rating.	_
A	f) · Question not applicable.	
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H :)1 5ç	86. What is the percentage of parents of handicapped, Head Start children who have attended at least one training
1	session on handicapped children during this academic year?
•	a) Training sessions for parents have not taken place or none or few (0-20%) of the parents have attended. b) Some (21-50%) of the parents have attended.
	C) Most (51-80%) of the parents have attended
	attended. All or almost all (81-100%) of the parents have
	e) Data insufficient for rating.
	f) Question not applicable.

H:15c

87. What is the percentage of parents of handicapped elementary school children who attended at least one training session focusing on handicapped children during this academic year?

a)	Training session for parents have not taken place of
	none or few (0-20%) of the parents attended
b)	Some (21-50%) of the parents attended.
c)	Most (51-80%) of the parents attended.
d)	All or almost all (81-100%) of the parents attended.
e)	Data insufficient for rating
f)	Question not applicable.

B. Judgmental Rating Scales

SUBCOMPONENT: Training for Teaching Staff, Classroom Volunteers, and Parents in the Skills Needed in Providing for Needs of Handicapped Children

Before continuing with your ratings of the multiple choice questions, we would like to get your impressions of the level of implementation of this subcomponent using an alternate technique. Based on everything you know about this site, how would you rate the level of implementation of this subcomponent with respect to the following dimensions: (Please explain any "not applicable or "uncodable" ratings)

PLEASE CIRCLE YOUR ANSWERS CLEARLY

Breadth of Implementation: Among those who could or should be involved in the implementation of this subcomponent, what is the extent of actual involvement?

none narrow moderate broad not applicable uncodable

2. <u>Intensity of Implementation:</u> Among those responsible for implementating this subcomponent, what is the level of attention, energy, or importance given to its implementation?

none low moderate high not applicable uncodable

3. Effectiveness of Elements in Terms of Organizational Acceptance: Among those affected by implementation of this subcomponent (i.e., parents, teachers, council members, etc., but not PDC staff) what level of satisfaction or approval has been shown?

none low moderate high not applicable uncodable

4. Overall Level of Implementation: Based on the above ratings and any other information you have, what is your general assessment of the overall implementation level of this factor?

none low moderate high not applicable uncodable

If your codings on these scales conflict with the ratings given on the preceding IRI questions, please attempt to explain that conflict below:

SUBCOMPONENT VII.

TRAINING FOR HEAD START AND SCHOOL STAFF TO SENSITIZE THEM TO THE SPECIAL NEEDS OF BILINGUAL/BICULTURAL AND/OR MULTICULTURAL CHILDREN.

"Projects that include bilingual and/or bicultural children must provide training for Head Start and school staffs (classroom, administrative and support) which will sensitize them to the special needs (language self-concept and cultural) of bilingual and/or bicultural children.

Bilingual and/or bicultural specialists should be mobilized to plan and conduct these sessions. In addition, lists of bilingual and or bicultural resources-human and material-should be compiled and made available to all interested groups." (RE #9)

A. Multiple Choice Questions

MC:2/BLD4 BLD:4 SR

88. Training Head Start and elementary classroom, administrative and support staff to be sensitive to the needs of bilingual/biculfural and/or multicultural children this academic year

a) Has not been scheduled.

b) Has been scheduled but has not taken place at the Head Start level or elementary level.

c) Has taken place at the Head Start level or elementary level, but not at both levels.

d) Has taken place at both the Head Start level and

d) Has taken place at both the Head Start level and elementary level.

e) Data insufficient for rating

e) Data insufficient for rating.
f) Question not applicable.

MC:2 BLD:4 SR

89. Based on the information available, what percentage of the <u>Head Start teachers</u> attended at least one training segsion on being sensitive to the needs of bilingual/ and/or bicultural children this academic year?

___a) None or few (0-20%).

__b) Some (21-50%).

c) Most (51-80%).

__d) Almost all or all (81-100%)

e) Data insufficient for rating.

___f) Question not applicable.

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89.

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		4		USE O
MC:2		90.	Based on the information available, what percentage of the	90.
BLD:4		/0.	elementary teachers attended at least one training session	70. –
SR			on being sensitive to the needs of bilingual and/or bicultural	
			children this academic year?	,
•			children tima academic year?	
)	
		 -	a) None or few (0-20%).	
	\$ ¢		_b) Some (2 50%).	
			c) Most (51-80%)	
			_d) Almost all or all (81-100%).	
	:		_e) Data insufficient for rating.	
· .			_f) Question not applicable.	
WC - I	'	1.		5 /
MC:4 SR		91.	Training Head Start and elementary classroom administra-	91
30 N			tive and support staff to be sensitive to the needs of	
			bilingual/bicultural and/or multicultural children	
				· · · · · · · ·
4	اد		a) Has not taken place.	
			b) Has taken place, but was not attended by administra-	
			tive staff from Head Start or the elementary school.	
			_c) (Has taken place and was attended by administrative	4
			staff from the Head Start or the elementary school,	
			but not both groups.	
			_d) Has taken place and was attended by administrative	- 1
	*		staff from both Head Start and the elementary school.	•
			e) Data insufficient for rating.	
			f) Question not applicable.	_
		÷ -		
MC:4		92.	Training for Head Start and elementary classroom support	03
SR		74.	staff to be sensitive to the needs of bilingual/bicultural	92
Ŧ''.			and/or multicultural children	
			and, or muticultural children	*
÷* .			n) Han not taken alice	
		***	_a) Has not taken place.	
,			_b) Has taken place, but was not attended by support staff	
			from Head Start or the elementary school.	
		*	_c) Has taken place and was attended by support staff from	
		,	the Head Start or elementary school, but not both	
	* 1	(groups.	
*			_d) Has taken place and was attended by support staff.	
			from both Head Start and the elementary school.	
	-		e) Data insufficient for rating.	
			_f) Question not applicable.	

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MC;3 BLD:5	93. A list of bilingual/bicultural and/or multicultural resource persons and materials	93
	a) Has not been developedb) Is in the process of being developedc) Has been developed and distributed at the Head Start or elementary level, but not both levels.	
	d) Has been developed and distributed at both the Head Start and elementary levelse) Data insufficient for ratingf) Question not applicable.	
T1:15h	94. According to Head Start teachers, has training to sensitize them to the special needs of bilingual and/or bicultural children been useful to Head Start teachers working with bilingual and or bicultural children in their classrooms?	94
	a) Training has not taken place or less than 20% attendedb) Training has not been usefulc) Training has been moderately usefuld) Training has been very usefule) Data insufficient for ratingfi) Question not applicable.	
T1:15h	95. According to elementary teachers, has training to sensitize them to the special needs of bilingual and/or bicultural children been useful to elementary teachers working with bilingual and or bicultural children in their classrooms?	95
	a) Training has not taken place or less than 20% attended. b) Training has not been useful. c) Training has been moderately useful. d) Training has been very useful. e) Data insufficient for rating. f) Question not applicable.	

B. Judgmental Rating Scales

SUBCOMPONENT: Training for Head Start and School Staff to Sensitize them to the Special Needs of BL/BC and/or Multicultural Children

Before continuing with your ratings of the multiple choice questions, we would like to get your impressions of the level of implementation of this subcomponent using an alternate technique. Based on everything you know about this site, how would you rate the level of implementation of this subcomponent with respect to the following dimensions: (Please explain any "not applicable or "uncodable" ratings)

PLEASE CIRCLE YOUR ANSWERS CLEARLY

1.* Breadth of Implementation: Among those who could or should be involved in the implementation of this subcomponent, what is the extent of actual involvement?

none narrow moderate broad not applicáble uncodable

2. <u>Intensity of Implementation:</u> Among those responsible for implementating this subcomponent, what is the level of attention, energy, or importance given to its implementation?

none low moderate high not applicable uncodable

3. Effectiveness of Elements in Terms of Organizational Acceptance:,
Among those affected by implementation of this subcomponent (i.e.,
parents, teachers, council members, etc., but not PDC staff) what evel of satisfaction or approval has been shown?

none low moderate high not applicable uncodable

4. Overall Level of Implementation: Based on the above ratings and any other information you have, what is your general assessment of the overall implementation level of this factor?

none low moderate high not applicable uncodable

If your codings on these scales conflict with the ratings given on the preceding IRT questions, please attempt to explain that conflict below: